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ABSTRACT

This guide provides information on and materials for implementation of the various school-to-work opportunities available to South Carolina students that combine classroom instruction with structured learning at the work site. An introduction provides a school-to-work vision statement, lists of its benefits and components, descriptions of such opportunities, and answers to common questions about these opportunities. Sections 2-7 each focus on one of the following school-to-work opportunities: registered and youth apprenticeships, cooperative education, internship, service learning, shadowing, and mentoring. Each section provides an overview of the opportunity and information on implementation that includes most or all of the following components: definition, purpose, requirements, strategies for implementation, student and employer benefits and responsibilities, technical assistance, credentials, wages, transportation, time commitment, insurance, regulations, and sample forms. Section 8 presents limited information for these additional school-to-work opportunities in which some school districts may participate: supervised agricultural experience, coordinated co-ops, part-time work, school-based enterprises training plan, and personal mentoring. (YLB)

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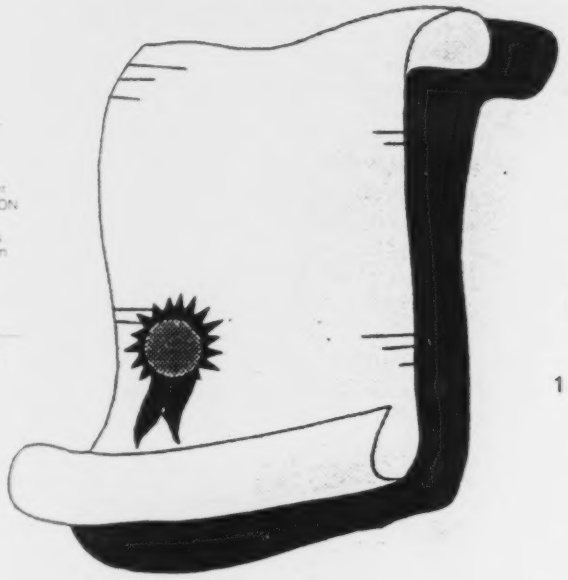
SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

SCHOOL-TO-WORK OPPORTUNITIES



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INTRODUCTION TO SCHOOL-TO-WORK

Societies that maintain educational systems that nurture knowledge acquisition at the exclusion of knowledge application will soon find that both their ideologies and technologies will erode. (J. L. Horner)

Lester Thurow addresses the new work force demands of the twenty-first century in his book Head to Head and emphasizes their importance by saying ". . . the country that becomes the economic superpower of the twenty-first century will have the most highly trained work force." He writes that during the twentieth century the world economy has been driven by the military industrial complex, with the United States recognized as the world's biggest superpower. But the world's economy is changing.

Thurow predicts that the twenty-first century will be one of economic warfare among the United States, Japan, Germany, Asia, and the European Common Market. This competition will be governed by international business ground rules which permit much more involvement by government, banks, and competitors than among United States companies.

Thurow says the seven key industries at stake in the new "world economy" are microelectronics, biotechnology, civilian aviation, building construction and new materials, telecommunications, robotics and machine tools, and computers and computer software. These industries are brainpower-driven and can be located anywhere in the world.

FACING THE CHALLENGE

More than half of South Carolina's high school graduates enter the work force immediately after obtaining their high school diplomas, and another quarter do so before completing postsecondary training. Yet our state and the nation as a whole have not adequately addressed the needs of these "work-based students."

The United States is the only industrialized country in the world that does not have a fully developed program for students to make the transition from school to work. As a result, our nation's students often leave school ill-prepared for the demands and expectations of the workplace. Many students in the United States lack good academic skills, marketable occupational skills, and appropriate workplace skills. Without these skills, students cannot obtain and maintain meaningful employment.

DEVELOPING A PLAN

In response to these concerns, the South Carolina General Assembly created the South Carolina School-to-Work Transition Act of 1994 to establish a structure and direction for "a school-to-work system to equip all students with relevant academic skills, marketable skills, and appropriate workplace behaviors, through revisions in academic and vocational curriculum, establishment of career exploration and counseling initiatives, and a program of youth apprenticeship, mentorships, and workplace experiences . . ."

Under this new state law, South Carolina's nationally recognized Tech Prep system will continue to serve as the umbrella for school-to-work opportunities in South Carolina and to enable students to become informed, responsible, competent and productive members of society. Students will be prepared for the world of work and lifelong learning.

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IMPLEMENTING THE CHANGE

The School-to-Work Transition Act of 1994 addresses a number of areas that require changes in the local school districts:

- Elimination of the general track by 1996-1997 school year.
- Implementation of a comprehensive career development program for kindergarten through the 12th grade.
- Installation of two curriculum paths of Tech Prep and College Prep by 1996-1997, meeting work force and college admissions requirements.
- Implementation of applied academic courses that are rigorous, relevant, and equivalent to college-prep courses.

By implementing these changes, school districts will raise expectation levels for all students.

The challenge of education is to embrace the vision of change as we move to the twenty-first century. Old ways and old habits will not get the job done! True educational reform must occur if we are to be able to meet the challenges of the global economy through the preparation of a technically trained work force for the next century.

As Thurow writes, the country with the best-trained work force will be the economic leader as we enter the next decade. The choice is ours.

SOUTH CAROLINA

SCHOOL-TO-WORK SYSTEM

VISION STATEMENT

A School-to-Work system should be a structured, high-quality, mainstream system, suitable for all students, including the college-bound. Such a system should integrate schools and workplaces, academic and vocational learning, and secondary and postsecondary educational institutions. It should provide students completing the system with both academic and industry workplace skills which are widely recognized and portable. While the approaches chosen to link school and work may vary, the components should be coordinated toward a unified goal, rather than a contradictory set of isolated experiments.

Preparing students for employment and lifelong learning must be seen as vital if the state is to promote economic growth and prepare for global competition. The catalyst for doing so is education. Therefore, the committee vigorously endorses a vision of School-to-Work opportunities that includes:

- a rigorous, relevant academic curriculum to equip students with lifelong learning skills, good academic skills, marketable occupational skills, and appropriate workplace behaviors to meet the needs of employers throughout the state;
- collaboration among employers, schools, colleges, universities, and agencies to successfully link educational and work-related experiences for students; and
- fairness and equitable educational opportunities for all students.

To ensure that these principles translate into practice, the committee recognizes that our School-to-Work system must have the active support of partners representing schools, all agencies, postsecondary institutions, employers, labor, students, and parents. Only with broad-based support can we realize our goal of properly educating all of our young people.

SCHOOL-TO-WORK BENEFITS

For Students

- experience career awareness, exploration, and preparation in grades K-12;
- receive rigorous and relevant academic preparation;
- earn income while learning;
- connect education with the real world;
- gain access to potential high tech and high wage jobs;
- develop potential employer contacts to broaden employment opportunities;
- build self-confidence through successful experiences at school and work;
- receive personal attention to develop educational and career goals; and
- connect to postsecondary educational opportunities.

For Employers

- obtain an expanded pool of qualified applicants;
- provide a chance to screen potential employees;
- evaluate potential employees in work settings prior to hiring;
- develop a reliable source for high skilled work force;
- reduce turnover of entry-level employees;
- influence curriculum development to meet industry requirements; and
- increase the competitive edge in the international marketplace.

For Schools

- reduce dropout rate, improve attendance, and increase enrollment;
- increase student motivation to learn;
- integrate hands-on, work-related learning and academic instruction;
- raise student learning expectations;
- expand existing programs;
- improve placement rate of graduates;
- serve local employers;
- increase parental involvement;
- expand post high school options;
- provide service to community;
- enhance public image and reputation; and
- expand resource base.

For Communities

- involve parents and families;
- increase employment opportunities for all students;
- provide individual growth and contributing citizens;
- reduce dependence on public support;
- enhance community prestige and improve business climate;
- develop broad-based partnerships; and
- enhance economic growth and development through an expanded skilled work force and taxpayer base.

SOURCE: United States Department of Education and Labor, *School-to-Work Opportunities: An Owner's Guide*, School-to-Work Opportunities Center, Washington, DC

SCHOOL-TO-WORK COMPONENTS

All work-site experiences should include a combination of school-based learning, work-based instruction, and connecting activities which combine school-based and work-based learning.

School-Based Components

- include career awareness in Grades K-5;
- provide career exploration in Grades 6-8;
- include career preparation in Grades 9-12;
- offer students the opportunity to develop a major and alternate career plan in Grade 6;
- enable students to revise and develop a 6- to 8-year career plan in Grade 8;
- increase students' expectations;
- provide a rigorous and relevant academic curriculum that connects to work and/or apprenticeship and postsecondary education;
- integrate academic and occupational education that relates to a career major;
- provide support services for students who are behind their age peers;
- lead to high school completers (diplomas), postsecondary education (degrees), and apprenticeship with appropriate credentials; and
- place students into jobs, post high school adult apprenticeships and/or higher education.

Work-Based Components

- include work experience such as youth apprenticeship (preferably paid);
- establish an agreement between schools and employers to provide a structure for rigorous and relevant work-site learning;
- provide trained work-site mentors for apprentices;
- establish and provide instruction in general workplace competencies;
- include instruction in all aspects of industry;
- offer pre-youth apprenticeship experiences in shadowing, mentoring, and internships; and
- lead to portable educational credentials and may include employer-recognized skill certificates.

Connecting Activities

- establish regional and local partnerships;
- provide school site mentors to assist students and serve as liaisons with parents, educators, employers, and other partners;
- develop school-based and work-based competencies to be mastered with assistance from employers and educators;
- integrate academic and occupational education to connect school-based and work-based learning;
- train teachers, counselors, administrators, and mentors;
- provide assistance for graduates in connecting to educational and career goals;
- link educational programs with employer strategies to upgrade current work force;
- provide assistance in assessing programs of school-to-work activities; and
- include students, parents, educators, employers, and community agency representatives in school-to-work experiences and provide opportunities for students to connect school-based and work-based learning.

SOURCE: ***School-to-Work Opportunities Act of 1994*** **(Federal Public Law 103-239, May 4, 1994).**

SCHOOL-TO-WORK OPPORTUNITIES

The South Carolina School-to-Work Transition Act of 1994 was signed into law by former Governor Carroll A. Campbell, Jr., on June 15, 1994. The Act established a structure to provide all students the opportunity to develop rigorous and relevant academic skills and to connect what they learn in school with the real world through learning experiences in various work sites. School-to-work opportunities provide students work-site learning experiences that combine classroom instruction with structured learning at the work site. These opportunities include, but are not limited to, the following:

- **Registered Apprenticeship:** Registered apprenticeship is a training strategy that a) combines supervised, structured on-the-job training with related theoretical instruction; b) is sponsored by employers or labor/management groups that have ability to hire and train in a work environment; and c) includes a Bureau of Apprenticeship Training agreement with consent by all parties. Registered apprenticeships are identified with adults but may link to youth apprenticeship programs at the secondary level for students 16 years of age or older.

- **Youth Apprenticeship:** Beginning as early as the 11th grade, students who are at least 16 years old will be able to participate in structured employer-sponsored training at the work site while also attending school to complete rigorous academic courses and technical and occupational instruction. The experience may last three to four years and requires a signed agreement. Students may earn work-based course credit.

- **Cooperative Education:** Cooperative education consists of joint arrangements between schools and employers, allowing students to receive occupational instruction in school and related on-the-job training to develop certifiable work force skills. Students may earn work-based course credit.

- **Internship:** Internships provide a one-on-one relationship for "hands-on" learning in the area of student career interest. A learning contract outlines the expectations and responsibilities of both parties. The student works regularly after school for three or four hours or during the summer in exchange for the mentor's time in teaching and demonstrating. The internship generally lasts from three to six months.

- **Service Learning:** Service learning provides students the opportunity to combine school-based learning with work-based activities in a community agency or project such as Habitat for Humanity. The student may participate as a member of a work team with specific goals and activities to be accomplished. The experience may last for 180 hours or more and may provide work-based course credit.

- **Shadowing:** Students may participate in half-day, full-day, or week-long shadowing experiences which provide a broad overview of all aspects of a business or industry by allowing students to follow one or several persons on the job. These opportunities provide students exposure to various careers to assist in academic career decision-making. Shadowing may begin as early as middle school.

- **Mentorship:** Work-based mentoring enables youth apprentices to link with work-site mentors, experienced and qualified technicians who provide instruction in work force entry-level skills. Work-site mentoring is usually connected to a formal agreement through the youth apprenticeship experience.

- **Supervised Agricultural Experience:** Supervised agricultural experience is the actual planned application of concepts and principles learned in agricultural education. Students are supervised by agriculture teachers in cooperation with parents/guardians, employers, and other adults who assist them in the development and achievement of their educational goals. The purpose is to help students develop skills and abilities leading toward a career by connecting school-based and work-based learning.

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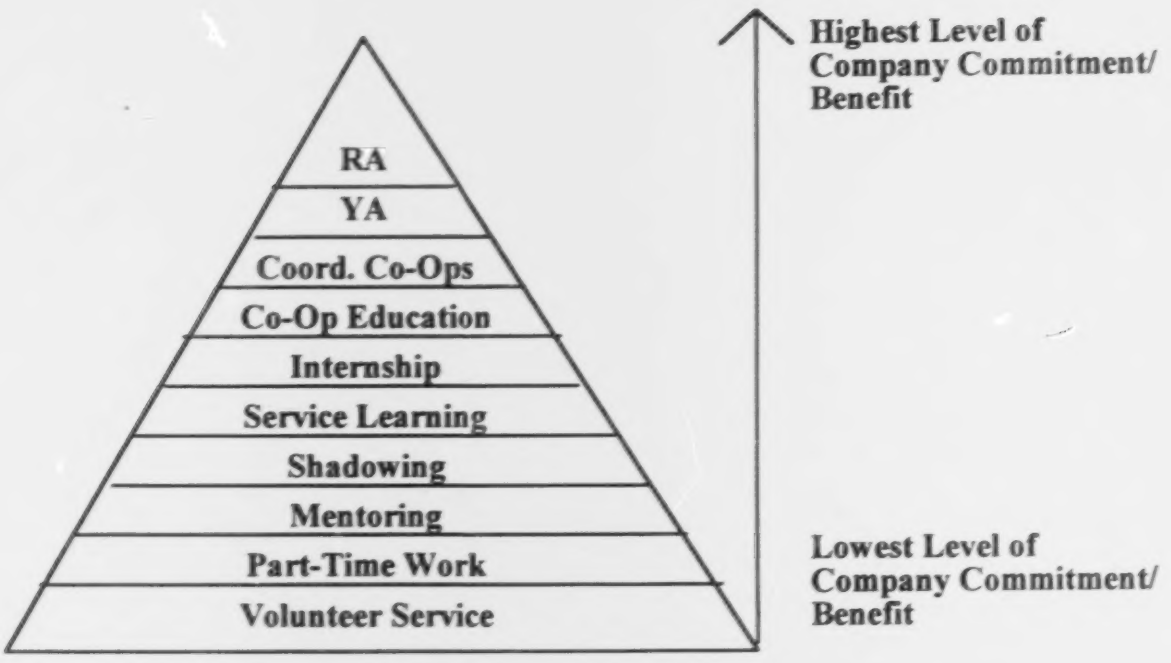
WORK-BASED LEARNING OPPORTUNITIES



TYPES OF WORK-BASED LEARNING

- Registered Apprenticeship (Grades 11 - Above)
- Youth Apprenticeship (Grades 11 - 14)
- Coordinated Cooperative Education (Grades 12 - 14)
- Cooperative Education (Grades 11 - 12)
- Internship (Grades 10 - 12)*
- Service Learning (Grades 3 - 12)*
- Shadowing (Grades 7 - 12)*
- Mentoring (Grades 5 - 12)*
- Part-Time Work (Grades 10 - 12)
- Volunteer Service (Grades 10 - 12)

* The South Carolina School-to-Work Transition Act of 1994 addresses "a range of mentoring opportunities beginning no later than the seventh grade which includes traditional mentoring, shadowing, service-learning, school-based enterprises, and internships." However, school districts may offer "mentoring opportunities" which they deem appropriate for students below the seventh grade level.

SCHOOL-TO-WORK OPPORTUNITIES

QUESTIONS	YOUTH APPRENTICESHIP	SERVICE LEARNING	MENTORING	INTERNSHIP	SHADOWING
Who can participate in school-to-work opportunities?	All Students	All Students	All Students	All Students	All Students
Can I receive work-based course credit?	Possibly	Possibly	No	Possibly	No
Will I be paid?	Possibly	No	Possibly (if work based)	Possibly	No
In what grades are these opportunities offered?	11th - 14th	3rd - 12th*	5th - 12th*	10th - 12th*	7th - 12th*
Are there age requirements?	16 years of age and in 11th grade	Elementary School and above	Elementary School and above	15 years of age	Elementary School and above
Who do I contact to participate in school-to-work opportunities?	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor

NOTE: School districts are encouraged to place all qualified students in a work-based program; however, the number of students placed will depend on the number of opportunities available in the community.

There are laws restricting hours for 14 and 15 year olds

* The South Carolina School-to-Work Transition Act of 1994 addresses "a range of mentoring opportunities beginning no later than the seventh grade which includes traditional mentoring, shadowing, service-learning, school-based enterprises, and internships." However, school districts may offer "mentoring opportunities" which they deem appropriate for students below the seventh grade level.

SCHOOL-TO-WORK OPPORTUNITIES

QUESTIONS	REGISTERED APPRENTICESHIP	COORDINATED CO-OPS	COOPERATIVE EDUCATION	PART-TIME WORK	SAE
Who can participate in school-to-work opportunities?	All Students	All Students	All Students	All Students	Agricultural Education Students
Can I receive work-based course credit?	Possibly	Possibly	Possibly	No	Possibly
Will I be paid?	Yes	Possibly	Possibly	Yes	Possibly
In what grades are these opportunities offered?	11th and Above	12th - 14th (typically)	11th - 12th	10th - 12th	11th - 12th
Are there age requirements?	16 years of age and in 11th grade	16 years of age and in 11th grade	16 years of age and in 11th grade	Some students may begin work as early as 14 years of age	16 years of age and in the 11th grade
Who do I contact to participate in school-to-work opportunities?	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or School Counselor	School-to-Work Coordinator or Agriculture Teacher

NOTE: All students in the 10th-12th grades and who are 15 years of age may participate in volunteer service. Students do not receive work-based credit and they are not paid for volunteer service since there is not a formal agreement that includes a list of school-based and work-based competencies.

DEVELOPING AND IMPLEMENTING SCHOOL-TO-WORK IN SOUTH CAROLINA

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

SOUTH CAROLINA

SCHOOL-TO-WORK IMPLEMENTATION GUIDE

FOR WORK-BASED LEARNING

REGISTERED APPRENTICESHIP
YOUTH APPRENTICESHIP
COOPERATIVE EDUCATION
INTERNSHIP
SERVICE LEARNING
SHADOWING
MENTORING

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1999

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SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

APPRENTICESHIP

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REGISTERED APPRENTICESHIP

OVERVIEW* OF REGISTERED APPRENTICESHIP

Registered apprenticeship is a process training strategy that combines on-the-job training with related classroom instruction to prepare highly skilled workers for American industry. Apprenticeship, by virtue of its success in preparing skilled workers, helps America compete more effectively in the global economy and contributes to America's economic development, sustained economic growth, and national security.

In the United States today, there are approximately 40,000 employers offering registered apprenticeship training to more than 325,000 apprentices. These programs offer opportunities to diverse populations including minorities, women, youth and dislocated workers. Currently, approximately 80 percent of apprenticeship training positions are in the areas of building construction and manufacturing. Almost everyone agrees that apprenticeship opportunities have the potential to expand into the service, retail, and public sectors. The expansion would provide more opportunities for employers and citizens to connect work-site learning with education.

BASIC STANDARDS FOR REGISTERED APPRENTICESHIP

Programs registered by the Bureau of Apprenticeship and Training (BAT) must provide that:

- the starting age of an apprentice is not less than 16 years of age;
- there is full and fair opportunity to apply for apprenticeship;
- there is a schedule of work processes in which an apprentice is to receive training and experience on the job;
- the program includes organized instruction designed to provide apprentices with knowledge in technical subjects related to their trades (a minimum of 144 hours per year is normally considered necessary);
- there is a progressively increasing schedule of wages and that employers provide fringe benefits;
- proper supervision of on-the-job training with adequate facilities to train apprentices is ensured;
- the apprentice's progress, both in job performance and related instruction, is evaluated periodically and that appropriate records are maintained;
- there is employee-employer cooperation;
- successful completions are recognized; and
- there is no discrimination in any phase of selection, employment, or training.

CONNECTING YOUTH APPRENTICESHIP WITH REGISTERED APPRENTICESHIP

Youth apprenticeship programs may be connected to registered apprenticeships in Grades 11-12 through the Bureau of Apprenticeship and Training (BAT). The following steps may be taken to determine whether a youth apprenticeship program may connect to an approved registered apprenticeship:

- Contact the regional or state coordinator for programs registered by the Bureau of Apprenticeship and Training.
- Determine whether a connection can be made with the youth apprenticeship programs being considered.
- Bring all parties to the table to develop the connected apprenticeship program.
- Complete all requirements for youth apprenticeship and registered apprenticeship programs as outlined in this document.

---

*For complete information and forms, contact:

Bureau of Apprenticeship and Training
L. Mendel Rivers Federal Building -- Suite 313
334 Meeting Street
Charleston, SC 29403-6490

Telephone: (803) 727-4326 - Charleston
(803) 765-5547 - Columbia
Fax: (803) 727-4140 - Charleston
(803) 765-5588 - Columbia

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REGISTERED APPRENTICESHIP IMPLEMENTATION

DEFINITION: Registered apprenticeship is a proven adult training strategy that combines on-the-job training with related classroom instruction and a signed training agreement that prepares highly-trained skilled workers for American industry and may be connected to secondary schools.

PURPOSE: The purpose of a registered apprenticeship experience is to prepare workers to meet the work force expectations of employers at high levels and earn a "journey-person" level of certification.

REGISTERED APPRENTICESHIP REQUIREMENTS:

- determining the occupations covered by the program;
- listing the major on-the-job training processes for each occupation;
- allocating the amount of training time required for the apprentice to become proficient;
- establishing the amount of time required for each process within the training agreement;
- determining the apprentice qualifications required to enter the program;
- including the appropriate classroom instruction needed to develop broad skills and knowledge related to the job;
- determining the number of apprentices to be trained using the ratio of apprentices to skilled workers;
- determining the apprentice wage rate;
- arranging supervision of apprentices;
- signing an agreement of apprenticeship by all parties involved.

REGISTERED APPRENTICESHIP STRATEGIES FOR IMPLEMENTATION: In the development and implementation of registered apprenticeships, there are two courses of action open to employers based on whether or not their employees are organized.

IF THERE IS NO LABOR AGREEMENT:

- Organize an apprenticeship advisory group consisting of the production manager, personnel manager, one or more craft supervisors and one or more skilled workers.

- Determine all the knowledge and skill needed for the occupation or occupations to be included in the program.

- Secure the cooperation of the workers and craft supervisors who will be expected to provide the apprentices with the direction and supervision on the job.

- Have the advisory group arrange with the local vocational education director or school superintendent for necessary related classroom instruction or supervised correspondence-type instruction.

- Appoint an apprenticeship supervisor to maintain the standards of training prescribed by the advisory group for the occupations involved, length of training, selection procedure, affirmative action plan, wages, tests, number to be trained, etc.

- Write details of the program to set up apprenticeship standards. Local registration agencies will assist in the development of the apprenticeship standards.

NOTE: Company personnel or training directors could spearhead this program.

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IF THERE IS A LABOR AGREEMENT:

- Discuss the proposed program with the appropriate union official if the training involves employees who would be covered by the collective bargaining agreement.

- Set up a joint apprenticeship committee to administer the program. The committee should have equal representation of labor and management, perhaps three from each.

- Arrange for necessary related classroom instruction with the local school system, usually through the vocational education school director and/or through correspondence-type instruction.

- Agree on a set of standards for training, including occupations, length of training, selection procedure, affirmative action plan, wages, number of apprentices to be trained, etc.

- Develop an approved plan to establish standards of the apprenticeship program.

- Determine whether the union has interest in jointly administering the apprenticeship program; if not, the company should obtain a waiver from the union so that it can adopt the alternate course of action.

NOTE: The union may have a training coordinator or director who could do much of the preliminary work in helping to service the apprenticeship program.

TECHNICAL ASSISTANCE:

Technical assistance is available in the planning and development of an apprenticeship program.

- General guidelines for developing procedures and standards are recommended by the Bureau of Apprenticeship and Training (BAT) or a state apprenticeship agency recognized by BAT.

- Published standards of apprenticeship in many occupations and industries can be of invaluable assistance in helping to formulate a program for your company or industry.

- Consider the specific experiences of many employers you may know who are involved in on-the-job pre-apprenticeship programs.

- Apprenticeship and Training Representatives from the Bureau of Apprenticeship and Training, US Department of Labor, or from state apprenticeship agencies are ready and willing to provide knowledgeable assistance in the development of apprenticeship programs.

- Occupational educators at the state, county and municipal levels will assist in arranging for the necessary school-based learning components.

APPRENTICESHIP AGREEMENT: This agreement is signed by each apprentice and the proper officers of the employer for registration purposes with the appropriate state and federal apprenticeship agency serving the program area. At the minimum, the following components should be included in the agreement:

- home address and birthday of apprentice;
- name of employer;
- term of apprenticeship;
- wage schedule;
- length of probationary period;
- outline of the work process schedule;
- number of hours per year the apprentice will attend class, the names of subjects, and name of the school;
- any special provision need listed as credit allowed for previous experience;
- signature of the employer, apprentice, parent(s), or legal guardian(s);
- written permission of the student's parent(s) or legal guardian(s) for the student to engage in the school-to-work experience; and
- complete emergency information form.

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EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

TIME COMMITMENT: The length of the apprenticeship experience may last from 1 to 6 years (for person 16 years of age or older) involving between 1,000 and 12,000 hours of continuous classroom and work-based instruction.

COMPETENCIES TO BE TAUGHT: Teachers and work-site mentors will develop school-based and work-based competencies to be mastered by the student(s). The competencies must be taught and assessed at the school level and at the employer site.

ARTICULATION AGREEMENTS: Secondary and postsecondary educators should develop articulation agreements which enable students to earn Technical Advanced Placement (TAP) credit at the local technical college.

CREDENTIAL(S): Apprentices may receive a high school diploma, occupational certificate, associate degree, work-site certificate of mastery, or journey-person certification awarded by the Bureau of Apprenticeship Training.

EVALUATION: Work-site evaluation of the youth apprentice's performance will be conducted by the employer mentor. School personnel will conduct regular on-site visits to monitor the progress of the student learner.

TRANSPORTATION: Students and parents should provide transportation, and in some cases, the school or school district may make transportation arrangements for students to and from the work site.

INSURANCE COVERAGE: Employers, students and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

REGULATIONS: Apprenticeship programs must meet all US Department of Labor Bureau of Apprenticeship and Training and other related federal and state regulatory requirements.

EMPLOYMENT COMMITMENT: Students in registered apprenticeship programs are identified as employees of the sponsoring employer, and the possibility of continued employment is very high. (Note: The employer always reserves the right to terminate or suspend employment if conditions of business should change and make such action necessary.)

SOURCE: The United States Department of Labor

NOTE: If a union is involved, its approval may be necessary. If a joint apprenticeship committee exists, the agreement would be approved by the committee.

YOUTH APPRENTICESHIP

AN OVERVIEW OF YOUTH APPRENTICESHIP

HISTORY OF APPRENTICESHIP

Apprenticeships enjoy a rich history. Emerging in America from Europe in Colonial times, the earliest American apprentices enjoyed a positive master/apprentice relationship in which the apprentice worked to reach journey-person status as an artisan. As the industrial revolution took over America, apprenticeships changed wherein short-term apprenticeships which taught narrow, machine-directed aspects of a skill or production process eventually phased out the master artisan type of training. Modern industry defines apprenticeship as a system in which a young worker is given thorough instruction and experience both on and off the job in all practical and theoretical aspects of the work in a skilled trade.

In the 1920s, business, education, unions, and government came together to form a uniform apprenticeship system; in 1937, the Apprenticeship-Training Service (now the Bureau of Apprenticeship and Training) was established within the US Department of Labor. Today, the Bureau of Apprenticeship and Training (BAT) provides service to existing apprenticeship program sponsors and assistance to sponsors who want to establish an apprenticeship program. BAT is an organization that supports actual apprenticeship training programs. Currently, BAT classifies over 800 occupations; these occupations tend to be manual, technical, or mechanical in nature, require specialized skills and knowledge, and are generally learned in an applied manner. Currently, with the exception of the construction trades, US employers rarely use apprenticeship programs even though evidence shows that apprentices are better motivated, learn their jobs faster, attain artisan status quickly, and are more likely to become supervisors.

THE NEED FOR YOUTH APPRENTICESHIP

In spite of these positive attributes, today's apprenticeship system is primarily designed for adults already in the work force. While registered programs can begin at age 16, students have generally not been encouraged (either at home or at school) to pursue this type of training in the past. Furthermore, because the majority of young people today lack training and psychological preparation for the world of work, many youth spend up to a decade drifting from job to job before settling into stable employment. Presently, all highly industrialized nations (including the US) are working to link education and training. President Clinton's School-To-Work Opportunities Act provides state and federal moneys for administering, supporting, and establishing apprenticeship programs so that American youth are trained and ready to enter into meaningful, relevant work.

Japan and Germany, the United States' primary economic competitors, have programs which might seem to provide models for our school-to-work programs in this country. However, in spite of the fact that both Japan and Germany have been successful at preparing their youth for work, one must carefully scrutinize the underlying cultural differences of each country. The Japanese value collective good over individual desires, and the government (not corporations) decides the country's long-range economic goals. Furthermore, many women leave the work force upon having children and choose to augment their children's education with tutoring at home after school. Coupled with the Japanese tradition of lifelong employment, these factors combine to prepare Japanese youth for occupations which will fill industry needs and maintain the nation's economic viability.

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On the other hand, Germany's "dual system" excels at integrating academic and applied learning throughout its educational system, but, in this system, students are permanently tracked into one of three types of schools at an early age. Most Americans deem permanent tracking undesirable and unfair. Also, the German government plays a more prominent role than the US government in attempting to control the national economy.

CONCLUSION

South Carolina's challenge is to bring both public and private entities together to find a way to deliver these much needed school-to-work programs in accordance with state legislation. Development of youth apprenticeship programs on a broad basis will boost productivity, improve the preparation of youth for the skill demands of a global economy, and offer disadvantaged youth an avenue into the economic mainstream. Establishing School-to-Work partnerships with the private sector will establish a common ground for more open, effective communication and will break down barriers of mutual distrust. Parents, teachers, counselors, principals, employers, and administrators must all be involved if youth apprenticeships and other work-based learning are to be successful at creating a generation of lifelong learners who are ready to meet the high-level skill needs of the private sector.

SOURCE: Southeastern Regional Vision for Education (SERVE), Tallahassee, Florida.

YOUTH APPRENTICESHIP IMPLEMENTATION

DEFINITION: Youth apprenticeship is a highly structured program that may connect to an adult apprenticeship lasting three to four years for students who are age 16 or older and in the eleventh grade. Apprenticeships provide work-based employer training that connects to secondary school. Such programs provide a solid academic core curriculum combined with and enhanced by a technical/occupational program and also include a formal written agreement defining specific academic competencies and workplace skills to be mastered.

PURPOSE: The purpose of a youth apprenticeship experience is to provide students the opportunity to connect what they learn in the school setting with work-site application to enable a smooth transition into the work force or postsecondary education upon high school graduation. Students may benefit in a number of ways which include:

- developing a basic foundation of applied academics and mastery of technical skills;
- making a smooth transition from one level of education to the next;
- earning both secondary and postsecondary educational course credit;
- connecting to an adult apprenticeship upon high school graduation; and
- preparing for the twenty-first century technical work force, high wage jobs and lifelong learning.

YOUTH APPRENTICESHIP MODEL REQUIREMENTS:

- offering opportunities for students beginning in the eleventh grade a course of study which integrates academic curricula, work-site learning, and work experience leading to high school graduation with postsecondary options and preparation for the world of work;
- requiring students participating in the work-based component to be at least 16 years of age and in the eleventh grade;
- requiring a signed agreement by school, employer, parents or legal guardians, and student stipulating that the employer will provide work-based competencies that integrate with school-based competencies;
- requiring written permission of parents or legal guardians of students who perform work at a nonschool location pursuant to an apprenticeship or mentoring program under the provisions of this act to engage in such work experiences;
- providing a list of academic, occupational and work-site skills to be offered;
- integrating school-based and work-based competencies with connecting activities;
- awarding of credentials based on both academic and occupational skills;
- developing articulation agreement(s) with related postsecondary programs;
- coordinating the development of broad-based school-to-work partnerships; and
- requiring documentation that students are appropriately covered regarding workers' compensation, insurance and liability, or other issues related to the school-to-work system.

YOUTH APPRENTICESHIP STRATEGIES FOR IMPLEMENTATION: In the development and implementation of youth apprenticeships, the following elements are essential:

- development of broad-based school-to-work partnerships;
- rigorous and relevant academic instruction that prepares students with competencies to enter the work force or postsecondary education;
- quality occupational education programs that include work-based experience and an in-depth perception of business and industry expectations;
- specific occupational practices, skills, and abilities in broadly accepted business and industry standards;
- general workplace competencies, including the ability to manage resources, acquire and use information, work productively with others, understand and master systems, and work with technologies as delineated in the SCANS report;

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- assessments which appropriately measure aptitudes, abilities, and interests essential for preparing students for a specific career;
- career development and exploration (K-12);
- career guidance to inform and assist students in planning appropriate courses of study needed to prepare for a career and further education;
- awarding appropriate school-based and work-based credentials;
- assurance that state and federal laws relative to health, safety, workers' compensation, and liability apply to youth apprentices and that youth apprentices do not displace current workers;
- placement of students who have successfully completed a youth apprenticeship in full-time employment that is directly related to the course of study in which they have been trained and/or certified; and
- assistance to students who plan to pursue postsecondary education or further work preparation through an adult apprenticeship program.

STUDENT BENEFITS: Students involved in youth apprenticeship will:

- explore connections between school and work;
- raise their level of expectations;
- improve their academic skills;
- explore career interests in particular areas;
- learn from skilled mentors;
- earn two-year postsecondary credits; and
- increase career and employment options.

STUDENT RESPONSIBILITIES: Students participating in youth apprenticeship must:

- be interviewed and meet eligibility requirements;
- be selected to participate by the employer;
- sign a memorandum of agreement along with parent(s) or guardian(s) and employer;
- maintain an acceptable academic record;
- maintain an acceptable work-site performance;
- be evaluated regularly to determine progress;
- fulfill academic requirements for high school graduation;
- master both the school-based and work-based competencies in the youth apprenticeship program; and
- develop an educational plan that includes at least two years of postsecondary education.

EMPLOYER BENEFITS: Employers should play an active role in shaping the curriculum to shape the quality of their future work force. They can assist by providing opportunities to:

- increase the skill level of potential employees;
- recruit, screen, and select future employees;
- reduce turnover by hiring and training youth apprentices;
- assist in the development of skill standards; and
- improve their competitive positioning in the global marketplace.

EMPLOYER RESPONSIBILITIES: Employers should be involved in shaping school-based and work-based curriculum and establishing skill standards at the local and state level. Employers involved in a local partnership will:

- recruit, select, hire, and train students 10-20 hours per week over 1-2 years;
- consider paying youth apprentices an acceptable wage;
- provide workers' compensation coverage if the school district cannot;
- sign a memorandum of agreement with the student, parent(s) or guardian(s), educator(s), and employer outlining expectations, objectives, and responsibilities;
- provide trained mentors to supervise, train, and assess youth apprentices;
- involve labor in developing and operating the youth apprenticeship program if appropriate; and
- evaluate and provide a report to the student and school on the apprentice's performance.

PARTICIPATION IN WORK-BASED PROGRAMS: School districts are encouraged to place all qualified students in a work-based program; however, the number of students placed will depend on the number of opportunities available in the community. Selected criteria will be determined by the school district and employer.

TECHNICAL ASSISTANCE: School districts are encouraged to seek technical assistance through workshops, conferences, and/or institutes provided by the State Department of Education or other sources.

AGE OF STUDENT: School districts must develop policy and procedures to ensure that students who participate in the youth apprentice work-based opportunities are at least 16 years of age, are in at least the eleventh grade, and are adequately covered by insurance.

REQUIRED DOCUMENTATION: Students and parents/guardians should complete all forms documenting appropriate insurance coverage. The Department of Commerce has developed guidelines related to the employment of students and liability and insurance issues, subject to approval by the General Assembly.

MEMORANDUM OF AGREEMENT: This agreement forms the basis for the student's work-based and school-based education program. At a minimum, the following components should be included in the memorandum of agreement:

- intent of the program;
- duties of the various parties;
- competencies to be taught and assessed at the school level;
- competencies to be taught and assessed at the employer level;
- time frame of the experience;
- signatures of the student, school representative(s), employer, and the student's parent(s) or legal guardian(s);
- written permission of the student's parents or legal guardians for the student to engage in the school-to-work experience; and
- emergency information.

EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

TIME COMMITMENT: Students may be involved for 3-4 years in Grades 11-14 including summers. Most students will begin the work-site experience in Grade 12.

COMPETENCIES TO BE TAUGHT: Teachers and work-site mentors will develop school-based and work-based competencies to be mastered by the student(s). The competencies must be taught and assessed at the school level and at the employer site.

ARTICULATION AGREEMENTS: Secondary and postsecondary educators should develop articulation agreements which enable students to earn Technical Advanced Placement (TAP) credit at the local technical college.

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CREDENTIAL(S): Youth apprentices may receive a high school diploma, occupational certificate, associate degree, work-site certificate of mastery, and/or journey-person certification awarded by the Bureau of Apprenticeship and Training.

EVALUATION: Work-site evaluation of the youth apprentice's performance will be conducted by the employer mentor. School and college personnel will conduct regular on-site visits to monitor the progress of the student learner.

TRANSPORTATION: Students and parents should provide transportation, and in some cases, the school or school district may make transportation arrangements for students to and from the work site.

INSURANCE COVERAGE: Employers, students and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually there is no commitment of full-time employment on the part of employer or student.

FOR ADDITIONAL INFORMATION: See ***Work-Based Mentoring*** in the ***Mentoring*** section of this document.

SAMPLE FORMS

FOR

YOUTH APPRENTICESHIP

PARENT/GUARDIAN WORK-BASED LEARNING SAMPLE PERMISSION FORM

My child, _____, _____ has my permission to participate in a
(Name of Student) (Birth Date)

school-to-work activity at _____ beginning _____ and ending _____.
(Work Site Location) (Date) (Date)

I will be responsible for arranging transportation for my child to and from the work site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:

Name of Employer: _____

Address of Employer: _____

Nature of Work: _____

_____

Are employees/workers at this work site engaged in hazardous occupations? _____ Yes _____ No

Will the school-to-work opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? _____ Yes _____ No

Nature of work in the school-to-work opportunity: _____

_____

Employer/Contact: _____ Phone: _____

TO BE COMPLETED BY THE PARENT(S) OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____ Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

Note: Return to coordinator.

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SAMPLE FORM FOR INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ Counselor: _____

Address: _____ Phone: _____

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of Health/Accident Insurance Company: _____ Insured: _____ Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

_____ _____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Student's Signature Date

Note: This form should be kept on file at school. If the student is participating in a school-to-work activity, a copy should also be on file at the work site.

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SAMPLE

YOUTH APPRENTICESHIP
MEMORANDUM OF AGREEMENT

Student Name _____ School Year _____

Home Address _____

Telephone Number _____ Social Security Number _____

High School and Address _____

Career Center and Address _____

Parent or Legal Guardian Name _____

Home Address _____

This memorandum of agreement is part of federal and state school-to-work transition guidelines to provide students the opportunity to make the transition from school to work and be prepared to compete for the emerging high skill technology careers for the twenty-first century. A written memorandum of agreement must be signed by the employer, educator, student and parent/guardian that outlines the training plan and the expectations of all parties involved. The schools and employers participating in this memorandum of agreement are equal opportunity organizations and do not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex or age.

GENERAL REQUIREMENTS OF THE AGREEMENT

LENGTH OF AGREEMENT: _____.

STUDENT TRAINING PLAN: The student training plan, as developed by _____ in coordination with the school district, shall be followed. The plan will include competencies to be mastered, connection of school-based and work-based competencies, career development information, and training activities scheduled for the school year.

WAGES: Wages may or may not be paid during the training program. _____ is conducting work-based training as a classroom and training labs program, and upon completion, the student will be available for employment, adult apprenticeship, and/or postsecondary education.

SCHEDULE OF CLASSES: Students participating in the program may train at the work site up to four hours a day, 20 hours per week. Training schedules will generally follow the school schedule regarding school days and holidays.

EXPECTATIONS: The student successfully completing the program will receive a certificate of mastery. Upon graduation from high school, the student will receive a high school diploma and an Occupational Skill Certificate of Mastery upon successfully completing the expected competency levels. The student will be prepared to enter the work force, participate in an adult registered apprenticeship program, pursue an associate degree at a two-year college, or apply for admission to a four-year college or university.

PROVISIONS OF TERMINATION:

This agreement may be terminated for any of the following reasons: nonperformance on the part of the student or employer, relocation of either the student or employer, or change in the student's career choice. The employer and school must be notified prior to termination by the student.

RESPONSIBILITIES

THE STUDENT WILL:

- Be prompt and maintain regular attendance at school and the training site.
- Obey all rules and regulations at school and the training site.
- Maintain high academic and training standards.
- Call appropriate school and training personnel if late or absent for reasons beyond the student's control.
- Arrive at training site appropriately dressed.
- Communicate openly with school coordinator or training mentor concerning any problems, concerns, or conditions that are interfering with progress at school or the training site.

PARENT(S) OR GUARDIAN WILL:

- Grant permission and give support for school-to-work participation.
- Inform instructor/coordinator of information vital to the performance and success of the student.
- Provide transportation to and from the training site.
- Attend any meetings or activities to promote or monitor the student's progress.
- Provide appropriate medical insurance coverage.

EMPLOYER TRAINING PARTNER WILL:

- Interview and select students for the program.
- Provide a comprehensive training plan developed in coordination with the school districts. The plan includes work-based competencies and school-based competencies (see attached lists.)
- Appoint a training supervisor/mentor for the student.
- Provide appropriate training space and equipment.
- Ensure that appropriate accident, liability, and workers' compensation insurance coverage is provided for school and employer training sites.
- Assess student's progress on a regular basis.
- Notify the sending school if the student is absent without notification.
- Provide safety instruction for student training.

- Permit the school's representative(s) to visit the student and supervisor at training site.
- Refrain from hiring a student prior to completion of the training program and school year; not displace a regular employee.
- Maintain appropriate records.
- Award a Certificate of Mastery

THE SCHOOL WILL:

- Appoint a coordinator to assist students at school and the training site.
- Work with the employer training partner in developing a comprehensive training plan that includes work-based and school-based competencies.
- Monitor each student's progress at the training site periodically.
- Assist students in planning and integrating school curriculum and training with emphasis, where possible, on applied academics and related occupational courses.
- Adjust class schedules when necessary to accommodate students.
- Provide individual career guidance to assist the student in deciding the next career progression step after high school.
- Assess student performance.
- Award school credit for the education/training.
- Provide accident, liability, and workers' compensation insurance coverage for school and training sites through their regular insurance carrier.
- Maintain appropriate records.
- Award Occupational Skill Certificate

Student	Date	Parent/Guardian	Date
High School Principal	Date	Employer	Date
Career Center Director	Date	School/District Coordinator	Date

NOTE: A special thanks to the Trident Area Consortium for the Technologies and Robert Bosch Corporation for granting permission for use of their agreement. Some modifications were made to the original agreement.

WORK-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

WORK-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

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_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SCHOOL-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

SCHOOL-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

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_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE

TEACHER RECOMMENDATION FORM FOR YOUTH APPRENTICESHIP

DATE: _____

TO: _____

FROM: _____

STUDENT: _____

SUBJECT: _____

A number of corporations and businesses have expressed their commitment to the School-to-Work Transition Act of 1994 by agreeing to participate in the school district's youth apprenticeship program. Their responses represent the opportunity for a mutually beneficial relationship among the schools and corporations and businesses in this county.

The school district's youth apprenticeship program introduces the student to a particular occupation by pairing the student with a mentor. The apprentice will participate at the work site for a specified period of time to develop a better understanding of the requirements of a particular career. One of the objectives of the program is to recognize the unique interest of each student and provide career and job experience to help students become more focused on a career goal.

Student apprentices must be recommended to participate in the program. Please give your candid assessment of the above student's academic performance, intellectual promise, and personal qualities by completing the following check list.

Check the appropriate responses:

	Excellent	Good	Fair	Poor
Motivation and attitude toward learning				
Ability to follow directions				
Attitude toward authority				
Ability to work in groups				
Willingness to conform to rules and regulations				
Enthusiasm and interest toward school work				
Display of courtesy and respect				

Comments: _____

_____

_____

NOTE: Return to coordinator

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SAMPLE

YOUTH APPRENTICESHIP ASSIGNMENT FORM

TO: _____
(Name of Student)

FROM: _____
(Name of School Coordinator)

DATE: _____

SUBJECT: Youth Apprenticeship Assignment

Your youth apprenticeship experience is scheduled to begin on:

_____
(Date)

from _____ to _____
(A.M.) (P.M.)

with _____
(Name of Company)

Your mentor at the job site will be:

_____

His/Her phone number is: _____

Company address: _____

_____

_____

NOTE: If you have any questions about your assignment, please contact your school coordinator. Return this completed form to coordinator.

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YOUTH APPRENTICESHIP NOTIFICATION FORM FOR MAKE-UP WORK

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in an apprenticeship. This is to be treated as a work-based
(Date)

learning experience. The student agrees to arrange for make-up work prior to the apprenticeship.

Please sign below to indicate that you have been notified.

_____ _____
(Principal's Signature) (Coordinator's Signature)

	Teacher	**Subject**
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

NOTE: Return to coordinator

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STUDENT EVALUATION OF THE YOUTH APPRENTICESHIP EXPERIENCE

Student Name: _____

Occupational Area: _____

Youth Apprenticeship Site: _____

Place a check in the space beside each rating which best describes your youth apprenticeship experience.

1. How would you rate the experience?

   Excellent _____ Good _____ Average _____ Fair _____ Poor _____

2. Did the experience meet your expectations of the work-based learning experience?

   Yes _____ No _____

3. Do you feel the mentor exposed you to a variety of responsibilities related to the occupation you were experiencing?

   Yes _____ No _____

4. Did the experience change your mind about your career plans?

   Yes _____ No _____

5. What is the best thing that has happened to you in this program?

   _____
   _____
   _____

6. How can the program be improved?

   _____
   _____
   _____

Comments: _____
_____
_____

NOTE: Return to coordinator

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SUGGESTED YOUTH APPRENTICESHIP ACTIVITIES FOR THE EMPLOYER

Name: _____ Home Phone: _____

School: _____ School Phone: _____

Coordinator: _____

Youth Apprenticeship Site: _____

Youth Apprenticeship Mentor: _____

Occupation: _____

SUGGESTED ACTIVITIES:

1. Introduce the student to the staff.
2. Explain the youth apprenticeship.
3. Tour the facility (if possible/practical).
4. Create a youth apprenticeship plan for the student related to his/her career interest. This plan must be completed in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFERS ANSWERS TO THE FOLLOWING QUESTIONS:

1. Describe the mentor's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the youth apprenticeship experience (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the mentor's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the mentor enjoy most about this position?
5. What does the mentor find most difficult, stressful, etc., about this position?
6. What recommendations would the supervisor offer to someone who is interested in entering a similar position?
7. In the mentor's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field and related fields?
9. Describe the mentor's role.
10. What are the starting salaries and educational requirements at this company for persons who hold the career positions in which the student has interest?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for students to find out about this career and other related courses?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

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EMPLOYER EVALUATION REPORT FOR YOUTH APPRENTICESHIP

Student: _____

Youth Apprenticeship Mentor: _____

Youth Apprenticeship Site: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the internship experience.

	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Cooperation				
Enthusiasm/Interest				
Courtesy				
Proper attire				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
How would you rate the Youth Apprenticeship Program?				

How could this program be improved? _____

_____

_____

_____

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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LIST OF STUDENTS IN THE YOUTH APPRENTICESHIP PROGRAM

School: _____

Student's Name	Youth Apprenticeship Site	Site Address	Telephone Number	Site Supervisor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

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SCHEDULE OF YOUTH APPRENTICESHIP VISITS

Coordinator's Name: _____

For the Period: _____ 19___ to _____ 19___
(Beginning) (Ending)

Date	Time	Youth Apprenticeship Site Visited	Student

_____
(Coordinator Signature)

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SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

COOPERATIVE EDUCATION

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

AN OVERVIEW OF COOPERATIVE EDUCATION

South Carolina, like many southern states, is experiencing a rapid increase in population. New industries are moving into the state, thereby changing the skill requirements for work force entry. Those that require advanced academic occupational skills are among the fastest growing careers. Technology is changing the workplace dramatically in how jobs are performed while increasing productivity and the speed with which quality products are produced.

The need for early and continuous emphasis on the relationship between the curriculum and the workplace has been supported by a survey conducted by the South Carolina Chamber of Commerce. The survey revealed that employers are expecting students to understand what work requires and how to connect a rigorous academic curriculum with the high-tech work environment. When parents and the general public have been surveyed during the past, the vast majority believe that students should plan career goals that would enable them to: hold a good job, be self-supporting, get along with others, and be successful.

The majority of the parents believe that the only way to reach successful career goals is through a four-year college degree. According to the United States Bureau of Labor and Statistics, only about 25 percent of the jobs in the year 2005 will require a four-year college degree. The article, *I Am at the Bottom of the Funnel,* published in the *Occupational Outlook Quarterly*, states that a baccalaureate degree no longer assures a graduate of a good job. Four-year college graduates are competing more often with two-year associate degree graduates and non-college graduates for job openings. The majority of the jobs for the 90s are requiring higher-level technical skills in the mid-level technologies. According to the United States Department of Labor, by the twenty-first century, approximately two-thirds of today's kindergarten students will fill jobs not in existence today.

The challenge facing employers and educators is to prepare graduates to enter the work force to meet the skill demands. The curriculum must be rigorous and relevant and connect school-based learning with work-based application. Coordinated cooperative educational experiences that connect to the world of work and postsecondary education will provide students with opportunities to prepare for this new work force. Cooperative education will continue to serve a vital educational role at the secondary level to provide work opportunities that connect to school-based learning.

COOPERATIVE EDUCATION: Cooperative education is a method of instruction in occupational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related occupational instruction by connecting study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full days, and other periods of time in fulfilling the cooperative program.

COORDINATION: Coordination is the process of integrating the cooperative method of instruction into the administrative, organizational, and instructional activities of the occupational program and directing these activities toward a common purpose. Coordination involves a range of activities. In addition to the prime activity of coordinating instruction between the school and the work site, coordination may also include, but is not limited to, student recruitment and orientation, survey of employer's organization and work with advisory committees, parent consultation, evaluation (follow-up), report-writing, and sponsorship of occupational student organizations.

COORDINATOR: Cooperative education coordinator is responsible for all aspects and efforts involved in the cooperative method of instruction. This may include the responsibility for delegated activities of program components and the development and implementation of the program.

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COOPERATIVE EDUCATION

DEFINITION: Cooperative Education is a structured program that connects school-based and work-based learning for students who are age 16 and in the eleventh grade. These educational experiences provide a rigorous and relevant core curriculum with an occupational specialty and also include a formal written educational and work-based agreement defining specific academic and workplace skills to be mastered.

PURPOSE: The purpose of cooperative education is to provide students the opportunity to connect what they learn in school with work-site application to enable a smooth transition into the work force or postsecondary education upon high school graduation. This educational experience may be coordinated with an associate degree program. Students may benefit in a variety of ways which include:

- developing a basic foundation of applied academics and mastery of workplace skills;
- making a smooth transaction from one level of education to the next;
- developing a career development plan with a career major;
- earning both secondary and postsecondary educational course credit;
- gaining technical and general workplace skills;
- completing specific job tasks for the employer for a reasonable wage; and
- preparing for the twenty-first century, technical work force, high-wage jobs and lifelong learning.

COOPERATIVE EDUCATION REQUIREMENTS:

- offering opportunities for students who are beginning the eleventh grade and who are 16 years of age a course of study that links school-based learning, work-site learning, and work experiences leading to high school graduation with postsecondary options and preparation for the world of work;
- requiring a signed educational and training agreement by the school, employer, parents or legal guardians, and student stipulating the competencies to be mastered that integrate school-based and work-based learning;
- requiring written permission of parents or legal guardians for students to participate;
- providing a list of academic and occupational competencies to be mastered;
- connecting school-based and work-based competencies;
- developing articulation agreement(s) with related postsecondary programs; and
- requiring documentation that students are appropriately covered regarding workers' compensation, health and liability insurance, or other issues related to school-to-work requirements.

COOPERATIVE EDUCATION STRATEGIES FOR IMPLEMENTATION: In the development and implementation of cooperative education experiences, the following elements are essential:

- rigorous and relevant academic instruction that prepares students with competencies to enter the work force or postsecondary education;
- career development and exploration;
- quality educational and work experiences that include learning employability skills and mastering expected competencies;
- specific occupational practices, skills, and abilities in broadly accepted business and industry standards;

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- general workplace competencies, including the ability to manage resources, acquire and use information, work productively with others, understand and master systems, and work with technologies as demonstrated in the SCANS report;

- assessments which appropriately measure aptitude, abilities, and interests essential for preparing students for a specific career;

- career guidance to inform and assist students in planning appropriate courses of study needed to prepare for a career and further education;

- awarding of appropriate school-based and work-based certificates;

- assurance that state and federal laws relative to healthy, safety, workers' compensation, and liability apply to student learners; and

- assistance to students who plan to pursue postsecondary education or further work preparation through postsecondary cooperative educational opportunities.

STUDENT BENEFITS: Students involved in cooperative education will:

- explore connections between school and work;
- raise their levels of expectation;
- improve their academic skills;
- explore career interests in particular areas;
- learn from work experience;
- earn two-year postsecondary credits; and
- increase career and employment options.

STUDENT RESPONSIBILITIES: Students participating in cooperative education must:

- be interviewed and meet employment requirements;
- be selected by the employer to participate;
- sign an educational and training plan along with parent(s) or guardian(s) and employer;
- maintain an acceptable academic record;
- maintain an acceptable work-site performance;
- be evaluated regularly to determine progress;
- fulfill academic requirements for high school graduation;
- master both the school-based and work-based competencies in the cooperative education program; and
- develop an educational plan that includes at least two years of postsecondary education.

EMPLOYER BENEFITS: Employers should play an active role in shaping the curriculum to ensure the quality of their future work force. They can assist by providing opportunities to:

- increase the skill level of potential employees;
- recruit, screen, and select future employees;
- reduce turnover by hiring and training youth;
- assist in the development of skill standards; and
- improve their competitive positioning in the global marketplace.

EMPLOYER RESPONSIBILITIES: Employers should be involved in shaping school-based and work-based curriculum and establishing skill standards at the local and state level. Employers involved in cooperative education will:

- recruit, select, hire, and train students;
- pay cooperative education students an acceptable wage;
- provide workers' compensation coverage if the school district cannot;
- sign an educational and training plan with the student, parent(s) or guardian(s), educator(s), and employer outlining expectations, objectives, and responsibilities;
- provide trained mentors to supervise, train, and assess student learners; and
- evaluate and provide a report to the student and school on the student's performance.

TIME COMMITMENT:
- 9 weeks to one year

AGREEMENTS:
- educational and training agreement (including school-based competencies and work-based competencies) signed by employer, instructor, parent, and student

CREDENTIALS:
- high school diploma and occupational certificate

WAGES:
- wages determined and paid by employer

EVALUATION:
- work-site learning evaluated by assigned supervisor
- periodic on-site monitoring by school personnel

TRANSPORTATION:
- student provides own transportation or, in some cases, it is provided by the school district.

INSURANCE:

- health/life insurance provided by student's family; however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations," January 11, 1995, p. 1);

- accident insurance (to and from work site) provided by district;

- students participating in paid work-site experiences covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; and students may be covered by the school district's policy or the employer.

- parents' signing a waiver for each student's participation in a work-site learning experience.

FULL-TIME EMPLOYMENT COMMITMENT UPON COMPLETION:
- no commitment on the part of employer or student

REGULATIONS:
- locally-developed and agreed upon (except for the high school requirements regarding specific records in accordance with State Department of Education regulations.)

FOR ADDITIONAL INFORMATION: See ***Work-Based Mentoring*** in the ***Mentoring*** section of this document.

SOURCES: **Partnership for Academic and Career Education**
South Carolina Cooperative Occupational Education, Revised 1993, South Carolina Department of Education

SAMPLE FORMS

FOR

COOPERATIVE EDUCATION

PARENT/GUARDIAN WORK-BASED LEARNING SAMPLE PERMISSION FORM

My child, _____, _____ has my permission to participate in a
(Name of Student) (Birth Date)

school-to-work activity at _____ beginning _____ and ending _____.
(Work Site Location) (Date) (Date)

I will be responsible for arranging transportation for my child to and from the work site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:

Name of Employer: _____

Address of Employer: _____

Nature of Work: _____

_____

Are employees/workers at this work site engaged in hazardous occupations? _____ Yes _____ No

Will the school-to-work opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? _____ Yes _____ No

Nature of work in the school-to-work opportunity: _____

_____

Employer/Contact: _____ Phone: _____

TO BE COMPLETED BY THE PARENT(S) OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____ Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

Note: Return to coordinator.

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SAMPLE FORM FOR INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ Counselor: _____

Address: _____ Phone: _____

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of Health/Accident Insurance Company: _____ Insured: _____ Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

_____ _____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Student's Signature Date

Note: This form should be kept on file at school. If the student is participating in a school-to-work activity, a copy should also be on file at the work site.

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SAMPLE

COOPERATIVE EDUCATION TRAINING AGREEMENT

All parties jointly agree to the following:

1. If a monetary wage is paid, it should be fair compensation and include a provision for equal pay for equal work.

2. The training shall be on the job and in the related occupational subject area to facilitate the process by which the student learner will become proficient in the occupation.

3. The coordinator of the cooperative learning experience will coordinate the work-based and school-based experiences, will provide on-site supervision, and will work cooperatively with the employer to provide the necessary guidance.

4. The parent or guardian shall be responsible to the school for the conduct of the student participating in the cooperative method of instruction and provide appropriate insurance coverage.

5. Safety instruction will be provided by the employer.

6. Adequate insurance coverage for the student is provided by:

   _____
   (List who has coverage: business, school, parents)

7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.

8. The training agency shall conform with all federal, state, and local laws, provide the student with a variety of learning experiences, and shall provide a progress report for the student for each grading period.

9. Students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, handicap, or disadvantage.

_____	_____
School Administrator	Employer
_____	_____
Cooperative Coordinator	Student
_____	_____
Vocational Instructor	Parent or Guardian

NOTE: One copy for employer, file, and instructor.

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SCHOOL-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

SCHOOL-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

WORK-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

WORK-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

COOPERATIVE EDUCATION ASSESSMENT OF INTERPERSONAL/HUMAN RELATIONS SKILLS

4=Excellent 3=Above Average 2=Average 1=Below Average 0=Unacceptable

GRADING PERIODS

	Date of Evaluation	1	2	3	4
1. Adaptability *(adjusting to change)*					
2. Attendance *(punctual)*					
3. Attitude *(positive)*					
4. Communication *(nonverbal--body language, facial expressions, gestures)*					
5. Communication *(verbal--instructions, telephone messages)*					
6. Communication *(written--listening and writing instructions)*					
7. Confidence *(believing in oneself)*					
8. Cooperation *(working as a team member, assisting others)*					
9. Enthusiasm *(the desire to learn and please)*					
10. Grooming *(dressing, proper hygiene)*					
11. Initiative *(finding work to do without being told)*					
12. Leadership *(accomplishing goals through others)*					
13. Loyalty *(supporting supervisors)*					
14. Maintenance *(safety and general housekeeping)*					
15. Perseverance *(completing difficult tasks)*					
16. Reliability *(working without constant supervision)*					
17. Tact *(avoiding offending others)*					
18. Time Management *(using time efficiently)*					

Progress Report 1 Evaluation

Completed by: _____
Comments: _____
Employer Signature: _____ Student Signature: _____

Progress Report 2 Evaluation

Completed by: _____
Comments: _____
Employer Signature: _____ Student Signature: _____

Progress Report 3 Evaluation

Completed by: _____
Comments: _____
Employer Signature: _____ Student Signature: _____

Progress Report 4 Evaluation

Completed by: _____
Comments: _____
Employer Signature: _____ Student Signature: _____

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COOPERATIVE EDUCATION
EMPLOYER AND STUDENT INFORMATION

EMPLOYER INFORMATION

Employer: _____

Type of Business: _____

Address: _____

Exemption From Hazardous Occupation Orders: Yes _____ No _____
(Refer to Child Labor Law Requirements)

Student's Supervisor: _____

Date of Employment: _____ to _____
Begin End

Workers' Compensation: Yes _____ No _____ Underwriter _____

Liability Insurance: Yes _____ No _____ Underwriter _____

Training Assignment: _____ Job Title: _____

Rate of Pay (if applicable): _____ Hours per week: _____

STUDENT INFORMATION

Student Name: _____

Address: _____

Social Security Number: _____ Driver's License Number: _____

Grade: _____ Date of Birth: _____ Age: _____

Occupational Program: _____

Instructor: _____

Career Objective: _____

Cooperative Coordinator: _____

In a Medical Emergency, Contact: _____ Phone: _____

Family Doctor: _____ Phone: _____

Other Medical Information (allergies, medications, conditions, etc.):

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COOPERATIVE EDUCATION
STUDENT WAGE AND HOUR RECORD

Period: _____ 19___ to _____ 19___

Student/Learner: _____

Job Area: _____

Employer: _____

DAY	HOURS WORKED	RATE (IF APPLICABLE)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Student/Learner's Signature: _____ Date: _____

Employer's Signature: _____

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LIST OF COOPERATIVE EDUCATION PARTICIPANTS

PROGRAM AREA

_____

Student's Name	Social Security Number	Date of Birth	Work-Based Site	Job Title	Dates of Employment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

COOPERATIVE EDUCATION SCHEDULE OF BUSINESS AND INDUSTRY SITE VISITS

Coordinator's Name: _____

For the period: _____ 19___ to _____ 19___.
Beginning Ending

Date	Time	Employer Site Visited	Student

Signature: _____

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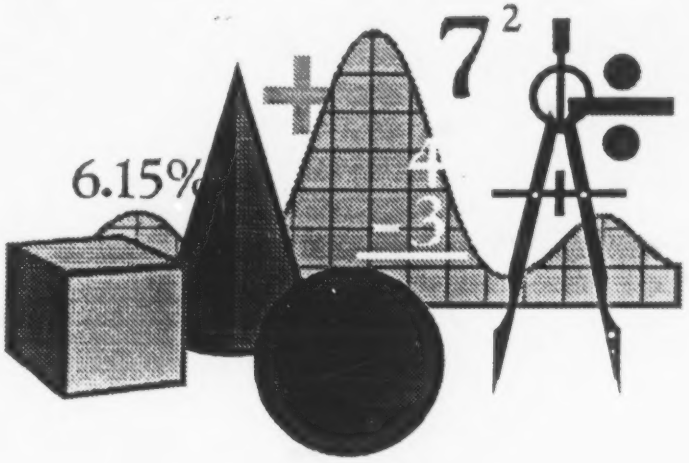
SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

INTERNSHIP



SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

INTERNSHIP

DEFINITION: A student internship provides a student the opportunity to study an occupational program directly related to his or her career interest, such as health care or computer technology, and to participate in a workplace setting by performing duties related to the occupational studies. The student may or may not receive wages, and a unit of credit may be earned upon satisfactory completion of the internship.

PURPOSE: The major purpose of the internship learning experience is for the intern to receive broad instruction in workplace expectations and master identified competencies related to a specific career field. General objectives are listed below in which each student learner will:

- increase competency levels in career interest areas;
- confirm or narrow choices of career interest;
- develop and improve workplace skills;
- improve interpersonal and communication skills;
- improve problem solving and team-building skills;
- develop an understanding of the connection between school-based theory and content and work-based application; and
- increase awareness of the workplace, career opportunities, and community resources.

ADVANTAGES: Students will receive valuable experience for the following:

- organizing resumes;
- setting career goals;
- improving self-image;
- increasing employability opportunities;
- developing mentor relationships that have future value;
- gaining knowledge of workplace expectations; and
- observing career role models.

GUIDELINES: Key guidelines should be used in organizing and implementing internship experiences. The guidelines are as follows:

- The learning experience is similar to employee training and connected to a school-based program, and students may rotate through areas within a department.
- The internship is structured for the benefit of the student with expected performance defined.
- Students do not displace regular employees, but they intern under close supervision of an employee.
- Employers derive no immediate advantage from the students' activities, and on occasion, employer operations may actually be impeded.
- Employers do not necessarily provide a job for students upon conclusion of the internship.
- Wages may or may not be paid to interns.
- The internship may last from one week to six months and often occurs during the summer months.
- The interns may be awarded a certificate of completion by the employer.
- A system of evaluation should be established to assess the intern's performance and the quality of the internship site.
- written permission of parents or legal guardians is required for students to participate.

POLICIES AND PROCEDURES: It is important that all partners are aware of responsibilities to provide a successful experience.

- Each student will be assigned to an internship site based on a related career interest.
- An internship agreement must be on file for each student participating in the program.
- The student participating in the internship experience must remain at the business or agency for a determined minimum period of time.
- An educational representative will visit the work site prior to the placement.
- The employee assigned to the interning student shall participate in the evaluation of the student's interest, adaptability, and attitude during the experience.
- The student shall be given the opportunity to experience various aspects of the occupation during the internship.
- The student shall receive safety instructions from, and be under the supervision of, a qualified representative at the internship site.
- The internship program shall comply with all federal, state, and local labor laws and regulations.
- The student must comply with the dress code at the internship site (if applicable).
- The student will be counted present for any portion of the school day missed and will be excused from class.
- The student may go to the work site directly from home.
- School district personnel may visit the work site.
- It is the policy of the school district that no person on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity.

EMPLOYER'S RESPONSIBILITIES: The **EMPLOYER**, recognizing that a plan is being followed and that close supervision of the interning student will be needed, agrees to:

- work with the instructor in developing a list of work-based and school-based competencies;
- provide a variety of interning experiences for the student which will contribute to the exploration of his/her career goals;
- adhere to all federal and state regulations regarding child labor, safety, and other applicable laws and regulations;
- provide the coordinator with an evaluation of the student's experience;
- consult the coordinator before dismissing the student;
- provide, when possible, monetary compensation to the student for the experience; and
- review the suggested activities for the interning student.

STUDENT'S RESPONSIBILITIES: The **INTERNING STUDENT** considers the experience an opportunity to explore a career and agrees to:

- demonstrate honesty, punctuality, courtesy, a cooperative attitude, good grooming habits, appropriate dress, and a willingness to learn;
- conform to the rules and regulations of the internship site and the school;
- complete questions for internship activities;
- notify the school coordinator if it is necessary to be absent from the internship site;
- furnish the coordinator with the necessary information and complete promptly all necessary reports;
- be responsible for his/her transportation to and from the internship site;
- accept monetary compensation for the internship experience, if applicable;
- be responsible for his/her lunch money during the internship experience; and
- furnish the required clothing, safety items, and tools.

PARENTS' RESPONSIBILITY: The **PARENTS** of the interning student, realizing the importance of the experience in the student attaining his/her career and educational goals, agree to:

- share the responsibility for the conduct of the interning student while on the experience;
- accept the responsibility for the safety and conduct of the interning student while he/she is traveling to and from the internship site and home;
- make any inquiries concerning the interning student's experiences through the coordinator rather than directly to the employer at the internship site;
- be responsible for the student's lunch or lunch money during the internship experience; and
- be responsible for the required clothing, safety items, tools, and equipment the student may need during the internship experience.

TEACHER'S RESPONSIBILITY: The **TEACHER** assumes the role of assisting in the design and implementation of the internship experience and agrees to:

- work with the employer/supervisor in developing a list of work-based and school-based competencies;
- assist in specifying skill and competency levels;
- help develop interdisciplinary, applied and project-based curricula;
- integrate academic and vocational teaching;
- understand the nature of sequencing of student's planned workplace activity;
- develop workplace readiness curriculum with employers;
- explore workplaces and assess them for learning opportunities; and
- join with employers to discover both the common and the different ways in which teachers and employers understand the challenges they face and the solutions they propose in preparing students for the future work force.

COORDINATOR'S RESPONSIBILITIES: The **COORDINATOR**, representing the school, will coordinate the internship program towards a satisfactory placement of the student in his/her occupational field of interest and agrees to:

- make arrangements for the potential placement of participating students;
- visit the internship site prior to the student placement to consult with the employer and to assist in developing an observation plan;
- assist in the evaluation of the interning student;
- inform the business or agency of the necessary federal and state regulations regarding child labor; and
- notify schools within the district (coordinators of internship programs) of participating internship work sites.

OBJECTIVE: Internship experiences should provide students opportunities to explore various career options in the workplace and to learn about specific job skills and educational requirements in their career interests. The following objectives are important to consider in planning and implementing internship experiences.

- recognize the unique interests of each student and provide individualized career exploration to assist students in becoming more focused on career goals;
- provide other career exploration experiences that may be valuable to students;
- encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in the workplace;
- promote better understanding of the relationship between rigorous and relevant education and employment success;
- facilitate transition from school to work; and
- determine the requirements for students to participate in internship activities.

EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

TIME COMMITMENT: Usually 1 week to 6 months and includes Grades 10-12. Students may participate in some internships as early as age 15 but most interns will be at least age 16.

AGREEMENTS: Formal agreements need to be developed outlining responsibilities for the employer, school, student, and parent. School personnel need to have parents complete forms that ensure a safe, successful student experience.

CREDENTIALS: No credentials are awarded, but award recognition for interns and employers may provide increased motivation.

EVALUATION: Work-site evaluation of the intern's performance will be conducted by the employer. School personnel will monitor the progress of the student learner.

TRANSPORTATION: Students and parents should provide transportation, and in some cases, the school or school district may make transportation arrangements for younger students to and from the work site.

INSURANCE COVERAGE: Employers, school districts, students, and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually no commitment of full-time employment is expected on the part of employer or the older student.

WAGES: Employers may pay interns.

FOR ADDITIONAL INFORMATION: See ***Work-Based Mentoring*** in the ***Mentoring*** section of this document.

SAMPLE FORMS

FOR

INTERNSHIP

PARENT/GUARDIAN WORK-BASED LEARNING SAMPLE PERMISSION FORM

My child, _____, _____ has my permission to participate in a
(Name of Student) (Birth Date)

school-to-work activity at _____ beginning _____ and ending _____.
(Work Site Location) (Date) (Date)

I will be responsible for arranging transportation for my child to and from the work site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:

Name of Employer: _____

Address of Employer: _____

Nature of Work: _____

_____

Are employees/workers at this work site engaged in hazardous occupations? _____ Yes _____ No

Will the school-to-work opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? _____ Yes _____ No

Nature of work in the school-to-work opportunity: _____

_____

Employer/Contact: _____ Phone: _____

TO BE COMPLETED BY THE PARENT(S) OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____ Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

Note: Return to coordinator.

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SAMPLE FORM FOR INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ Counselor: _____

Address: _____ Phone: _____

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of Health/Accident Insurance Company: _____ Insured: _____ Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

_____ _____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Student's Signature Date

Note: This form should be kept on file at school. If the student is participating in a school-to-work activity, a copy should also be on file at the work site.

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SAMPLE

INTERNSHIP AGREEMENT FORM

Student Intern's Name: _____

Address: _____

Telephone Number: _____ SS #: _____

Age: _____ Date of Birth: _____ Grade: _____

Internship Site: _____

Address: _____

Telephone Number: _____

School: _____

Coordinator: _____ Telephone Number: _____

Parent/Guardian: _____ Telephone Number: _____

All parties jointly agree to the following:

1. There may be monetary compensation for participation in the internship program.
2. The internship experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the internship program.
4. Safety instructions will be provided by the employer.
5. Adequate insurance coverage for the student will be provided by:

   _____

   (List who has coverage: school, parents, business, etc.)
6. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
7. The internship site shall conform with all federal, state, and local labor laws while providing the student with a variety of work-site experiences.

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8. The internship site shall provide an evaluation of the student after the experience.

9. The student will remain at the internship site for an agreed upon time period.

10. The student will report to the internship site on:

    _____, _____ a.m. until _____ p.m.
    (Date)

11. The parent or guardian will provide transportation for the student to and from the internship site.

12. Students will be accepted and assigned to internship sites without regard to race, color, national origin, sex, handicap, or disadvantage.

_____ (School Administrator)

_____ (Employer)

_____ (Coordinator)

_____ (Student)

PC: Employer
Parent
Coordinator
Student's file

SCHEDULE

A SCHEDULE

_____
_____
_____
_____
_____
_____
_____

B SCHEDULE

_____
_____
_____
_____
_____
_____
_____

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SUGGESTED INTERNSHIP ACTIVITIES FOR THE EMPLOYER

Name: _____ Home Phone: _____

School: _____ School Phone: _____

Coordinator: _____

Internship Site: _____

Internship Supervisor: _____

Internship Occupation: _____

SUGGESTED ACTIVITIES:

1. Introduce the student to the staff.
2. Explain the internship.
3. Tour the facility (if possible/practical).
4. Create an internship plan for the student related to his/her career interest. This plan must be completed in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFERS ANSWERS TO THE FOLLOWING QUESTIONS:

1. Describe the supervisor's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the internship (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the supervisor's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the supervisor enjoy most about this position?
5. What does the supervisor find most difficult, stressful, etc., about this position?
6. What recommendations would the supervisor offer to someone who is interested in entering a similar position?
7. In the supervisor's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field and related fields?
9. Describe the supervisor's role.
10. What are the starting salaries and educational requirements at this company for persons who hold the career positions in which the student has interest?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for students to find out about this career?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE

TEACHER RECOMMENDATION FORM FOR INTERNSHIP

DATE: _____

TO: _____

FROM: _____

STUDENT: _____

SUBJECT: _____

A number of corporations and businesses have expressed their commitment to the School-to-Work Transition Act of 1994 by agreeing to participate in the school district's internship program. Their responses represent the opportunity for a mutually beneficial relationship among the schools and corporations and businesses in this county.

The school district's internship program introduces the student to a particular occupation by pairing the student intern with a supervisor. The student intern will participate at the internship site for a specified period of time to develop a better understanding of the requirements of a particular career. One of the objectives of the internship program is to recognize the unique interest of each student and provide career and job experience to help students become more focused on a career goal.

Student interns must be recommended to participate in the internship program. This form must be completed by the teacher prior to placing the student in the internship. Please give your candid assessment of the above student's academic performance, intellectual promise, and personal qualities by completing the following check list.

Check the appropriate responses:

	Excellent	Good	Fair	Poor
Motivation and attitude toward learning				
Ability to follow directions				
Attitude toward authority				
Ability to work in groups				
Willingness to conform to rules and regulations				
Enthusiasm and interest toward school work				
Display of courtesy and respect				

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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INTERNSHIP NOTIFICATION FORM FOR MAKE-UP WORK

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in an internship. This activity is to be treated as a
(Date)

work-based learning experience. The student agrees to arrange for make-up work prior to the internship.

Please sign below to indicate that you have been notified.

_____ _____
(Principal's Signature) (Coordinator's Signature)

	Teacher	**Subject**
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

NOTE: Return to coordinator

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SAMPLE

INTERNSHIP ASSIGNMENT FORM

TO: _____
(Name of Student)

FROM: _____
(Name of School Coordinator)

DATE: _____

SUBJECT: Internship Assignment

Your internship experience is scheduled on:

_____
(Date)

from _____ to _____
(A.M.) (P.M.)

with _____
(Name of Company)

Your contact person at the job site will be:

_____

His/Her phone number is: _____

Company address: _____

_____

_____

NOTE: If you have any questions about your internship assignment, please contact your school coordinator. Return this completed form to coordinator.

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SCHOOL-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

SCHOOL-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

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_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

WORK-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

WORK-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

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_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

EMPLOYER EVALUATION REPORT FOR INTERNSHIP

Student: _____

Internship Supervisor: _____

Internship Site: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the internship experience.

	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Cooperation				
Enthusiasm/Interest				
Courtesy				
Proper attire				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
How would you rate the Internship Program?				

How could this program be improved? _____

_____

_____

_____

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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SAMPLE

STUDENT OBSERVATION INTERNSHIP REPORT

Student Name: _____

Internship Site: _____

School: _____ Telephone: _____

Address: _____

Required safety items (if applicable): _____

Required tools/equipment (if applicable): _____

Date: _____ Time arrived: _____ Time left: _____

Please answer the following questions.

1. Describe the supervisor's occupation and duties.
2. Describe the working conditions associated with the internship (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the supervisor's educational background? What school subjects does he/she feel would be most helpful to prepare for the position?
4. What does the supervisor find most difficult, stressful, etc., about the position?
5. What recommendations did the supervisor offer to someone who is interested in entering a similar position?
6. What does the supervisor enjoy most about this position?
7. In the supervisor's opinion, what type of attitude and personality traits are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe this supervisor's role. (Does he/she supervise other people? What is involved in supervision? Who supervises his/her position?)
10. What are the starting salaries and educational requirements for people who hold the various positions you experienced during your internship?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for students to find out more about this career?

NOTE: Return to coordinator

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STUDENT EVALUATION OF THE INTERNSHIP EXPERIENCE

Student Name: _____

Occupation Internship: _____

Internship Site: _____

Place a check in the space beside each rating which best describes your internship experience.

1. How would you rate the internship experience?

   Excellent _____ Good _____ Average _____ Fair _____ Poor _____

2. Did the experience meet your expectations of the occupation?

   Yes _____ No _____

3. Do you feel the supervisor exposed you to a variety of responsibilities related to the occupation you were experiencing?

   Yes _____ No _____

4. Did the experience change your mind about your career plans?

   Yes _____ No _____

5. What is the best thing that has happened to you in this program?

   _____
   _____
   _____

6. How can the program be improved?

   _____
   _____
   _____

Comments: _____
_____
_____

NOTE: Return to coordinator

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LIST OF PARTICIPANTS IN THE INTERNSHIP PROGRAM

School: _____

Student's Name	Internship Site	Site Address	Telephone Number	Site Supervisor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

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SCHEDULE OF BUSINESS/INDUSTRY INTERNSHIP VISITS

Coordinator's Name: _____

For the Period: _____ 19___ to _____ 19___
(Beginning) (Ending)

Date	Time	Internship Site Visited	Student

_____
(Coordinator Signature)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in a program or activity.

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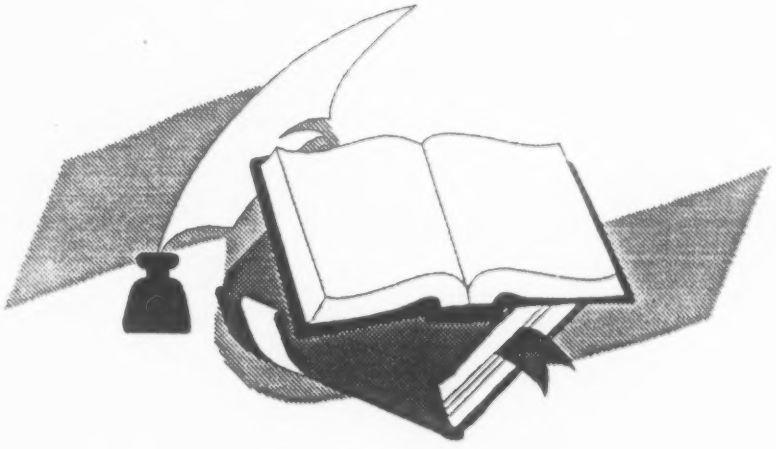
SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION THROUGH WORK-BASED LEARNING

SERVICE LEARNING GUIDE



SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

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OVERVIEW OF SERVICE LEARNING

Service learning links schools with their communities. Students are given an opportunity to perform community service work that complements their classroom work. Service learning promotes both personal and intellectual growth in students. It also helps them develop civic responsibility and gives students an opportunity for career exploration. Students learn by doing through a clear application of skills and knowledge while helping to meet the needs in the school or greater community. Service learning connects what they learn in school with the real world.

Service learning has become an integral part of the State Department of Education's push for Total Quality Education. Total Quality Education is producing fundamental educational reform throughout the state of South Carolina. Service learning is not simply an add-on to this reform, but a primary and integrated component. There are three types of service activities: direct, indirect, and advocacy. Who is served--and how--distinguishes the different types.

Direct Service activities are those that require personal contact with people in need. This type of service is generally the most rewarding for students because they receive immediate positive feedback during the process of helping others. Examples of direct service activities include students working with senior citizens in intergenerational projects or reading to small children. Direct service teaches students to take responsibility for their actions. Students also learn that they can make a difference.

The second type of service that students can be involved in is **Indirect Service**. Indirect experiences are commonly implemented in schools because they are easy to organize and involve students working behind the scene. These activities involve channeling resources to the problem rather than working directly with an individual who may need service. Often students do not come in contact with the people they serve. Examples of indirect service include collecting food or toys for disadvantaged families, landscaping a community park or other environmental projects. Indirect service projects are generally done by a group. They teach teamwork and organizational skills.

The last type of service experience is **Advocacy**. Advocacy requires students to lend their voices and talents to help eliminate the causes of a specific problem. Students work to correct the problem and make the public aware of the problem. Some activities may include making presentations to the community about particular issues or distribution of literature to make the community aware of a problem. Students learn to present their concerns clearly, be concise in presenting their ideas, and suggest feasible solutions.

The four stages in a well-organized service learning lesson plan are **preparation**, **service**, **reflection**, and **celebration**. Preparation lays the groundwork for a successful program. Since service is intended to meet a community need, preparation is the time to identify those needs. After preparation comes the actual service activity. The service activity must be engaging, challenging, and meaningful. There must be a real need in the community for the service, and students must play a significant role in designing the service experience. Reflection is the component that enables students to think critically about their service experience. Reflection should involve a variety of activities. The last component is celebration. People get involved in service for a variety of reasons, and celebration and recognition help to keep the students coming back.

Service learning, integrated into the curriculum, helps students learn to use the knowledge they gain in the classroom in real-life situations. It gives the student who cannot see the need to learn a new focus for learning. For students who are eager to learn, service learning gives them a way to expand their knowledge and develop more fully the talents and skills they already have.

Source: ***Serving to Learn*****, South Carolina Department of Education, 1994.**

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SERVICE LEARNING IMPLEMENTATION

DEFINITION: Service learning is a learning experience in which students are provided the opportunity to combine school-based learning with work-based activities in a community agency or project such as Habitat for Humanity. The student may participate as a member of a work team with specific goals and activities to be accomplished. The experience may last for 180 hours or more and may provide work-based course credit.

PURPOSE: The purpose of service learning is to provide participants opportunities to learn and to develop through active participation in organized service that is:

- conducted within a community to meet specific needs;
- coordinated with an elementary school, secondary school, postsecondary institution, or community service program within the community;
- designed to foster civic responsibility;
- integrated into the academic curriculum to connect what is learned in school with the real world; and
- structured to provide time for students or participants to reflect on their service experience.

BENEFITS TO STUDENTS: Service learning enriches the lives of all students. This teaching methodology provides developmental opportunities that promote personal, social, and intellectual growth, as well as civic responsibility and career exploration. Most young people have critical needs in each of these areas that must be met if they are to make a successful transition from childhood to adulthood. Many favorable outcomes occur in each developmental area through participation in service learning activities. These are listed below:

1. **Personal Growth** applies to the development of characteristics related to self-improvement and self-actualization:

    - self-confidence and self-esteem;
    - self-understanding;
    - a sense of identity;
    - independence and autonomy;
    - openness to new experiences and roles;
    - ability to take risks and accept challenges;
    - a sense of usefulness and purpose;
    - personal values and beliefs;
    - responsibility for one's self and actions; and
    - self-respect.

2. **Social Growth** includes the social skills which are necessary for relating to others in society:

    - communication skills;
    - leadership skills;
    - ability to work cooperatively with others;
    - a sense of caring for others;
    - a sense of belonging;
    - acceptance and awareness of others from diverse and multicultural backgrounds; and
    - peer group affiliation.

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3. **Intellectual Growth** encompasses the cognitive skills necessary to enhance academic learning and acquire higher-level thinking skills:

   - application of knowledge, relevance of curriculum;
   - problem-solving and decision-making skills;
   - critical thinking skills;
   - skills in learning from experience;
   - use of all learning styles; and
   - development of a positive attitude toward learning.

4. **Citizenship** refers to the responsibilities of participation in a multicultural society and of citizenship in a democracy:

   - a sense of responsibility to contribute to society;
   - democratic participation (informed citizen, one who exercises voting privileges);
   - awareness of community needs;
   - organizational skills;
   - social action skills (persuasion, policy research, petitioning); and
   - empowerment, belief in ability to make a difference.

5. **Preparation for the World of Work** are the skills that help students gain work experience and make choices about possible career directions:

   - human service skills;
   - realistic ideas about the world of work;
   - professionalism (dress, grooming, manners);
   - ability to follow directions;
   - ability to function as a member of a team;
   - reliable working skills (punctuality, consistency, regular attendance); and
   - contacts and references for future job possibilities.

SOURCE: Duckenfield, M. and L. Swanson, *Service Learning: Meeting the Needs of Youth at Risk*, National Dropout Prevention Center, 1992, pp. 7-9.

SERVICE LEARNING FRAMEWORK

1. **Preparation** consists of the learning activities that take place prior to the service itself. Prior to their service experience, students must understand what is expected of them, as well as what they can expect from the service project. Preparation components include the following:

   - identifying and analyzing the problem;
   - selecting and planning the project; and
   - training and orientation.

2. **Action** is the service itself and needs to meet certain criteria. It must:

   - be meaningful;
   - have academic integrity;
   - have adequate supervision;
   - provide for student ownership; and
   - be developmentally appropriate.

3. **Reflection** enables students to critically think about their service experiences. When students reflect on their experiences, they think about them, write about them, share them with others, and learn from them. The reflection time is a structured opportunity for students to learn from their experiences. They can reflect through:

   - discussion;
   - reading;
   - writing; and
   - projects.

4. **Celebration** is the component of service learning which recognizes students for their contributions. It also provides closure to an ongoing activity. Society needs to let young people know that their contributions are valued. There are many ways that this final component of service learning can be implemented:

   - school assemblies;
   - certificates;
   - special media coverage;
   - pizza parties; and
   - joint celebration with service recipients.

ASLER STANDARDS: Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service learning programs:

- Effective service learning efforts strengthen service and academic learning.
- Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
- Preparation and reflection are essential elements in service learning.
- Youths' efforts are recognized by those served, including their peers, the school, and the community.
- Youth are involved in the planning.
- The service students perform makes a meaningful contribution to the community.
- Effective service learning integrates systematic, formative and summative evaluation.
- Service learning connects the school or sponsoring organization and its community in new and positive ways.
- Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
- Skilled adult guidance and supervision are essential to the success of service learning.
- Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

SOURCE: ***Pocket Guide to Service Learning*****, National Dropout Prevention Center, Clemson University.**

MEMORANDUM OF AGREEMENT: This agreement forms the basis for the student's work-based and school-based education program. At a minimum, the following components should be included in the memorandum of agreement:

- intent of the program;
- duties of the various parties;

- competencies to be taught and assessed at the school level;
- competencies to be taught and assessed at the employer level;
- the time frame of the experience;
- signatures of the student, school representative(s), employer, and the student's parent(s) or legal guardian(s);
- written permission of the student's parents or legal guardians for the student to engage in the school-to-work experience; and
- emergency information.

EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- phone numbers (work and home);
- home address;
- work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

CREDENTIALS: No credentials are awarded, but award recognition for students and employers may provide increased motivation.

EVALUATION: Work-site evaluation of the shadowing student's performance will be conducted by the employer. School personnel will monitor the progress of the student learner.

TRANSPORTATION: Students and parents should provide transportation, and in some cases, the school or school district may make transportation arrangements for younger students to and from the work site.

INSURANCE COVERAGE: School districts, students, and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually no commitment of full-time employment is expected on the part of employer or the older student.

SAMPLE FORMS

FOR

SERVICE LEARNING

PARENT/GUARDIAN WORK-BASED LEARNING SAMPLE PERMISSION FORM

My child, _____, _____ has my permission to participate in a
(Name of Student) (Birth Date)

school-to-work activity at _____ beginning _____ and ending _____.
(Work Site Location) (Date) (Date)

I will be responsible for arranging transportation for my child to and from the work site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:

Name of Employer: _____

Address of Employer: _____

Nature of Work: _____

_____

Are employees/workers at this work site engaged in hazardous occupations? _____ Yes _____ No

Will the school-to-work opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? _____ Yes _____ No

Nature of work in the school-to-work opportunity: _____

_____

Employer/Contact: _____ Phone: _____

TO BE COMPLETED BY THE PARENT(S) OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____ Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

Note: Return to coordinator.

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SAMPLE FORM FOR INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ Counselor: _____

Address: _____ Phone: _____

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of Health/Accident Insurance Company: _____ Insured: _____ Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

_____ _____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Student's Signature Date

Note: This form should be kept on file at school. If the student is participating in a school-to-work activity, a copy should also be on file at the work site.

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SAMPLE

SERVICE LEARNING AGREEMENT FORM

Student's Name: _____

Address: _____

Telephone Number: _____ SS #: _____

Age: _____ Date of Birth: _____ Grade: _____

Service Learning Site: _____

Address: _____

Telephone Number: _____

School: _____

Coordinator: _____ Telephone Number: _____

Parent/Guardian: _____ Telephone Number: _____

All parties jointly agree to the following:

1. There will be no monetary compensation for participation in the project.
2. The experience shall be at a business/industry site directly related to the career interest expressed by the student.
3. The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the program.
4. Safety instructions will be provided by the coordinator.
5. Adequate insurance coverage for the student will be provided by:

   _____

   (List who has coverage: school, parents, business, etc.)
6. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen conditions.
7. The site shall conform with all federal, state, and local labor laws while providing the student with a variety of work-site experiences.

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8. The site shall provide an evaluation of the student after the experience.

9. The student will remain at the site for an agreed upon time period.

10. The student will report to the site on:

_____, _____ a.m. until _____ p.m.
(Date)

11. The parent or guardian will provide transportation for the student to and from the site.

12. Students will be accepted and assigned to service learning sites without regard to race, color, national origin, sex, handicap, or disadvantage.

_____ _____
(School Administrator) (Employer)

_____ _____
(Coordinator) (Student)

PC: Employer/Agency
Parent
Coordinator
Student's file

SCHEDULE

A SCHEDULE	**B SCHEDULE**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SCHOOL-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

SCHOOL-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SAMPLE

TEACHER RECOMMENDATION FORM FOR SERVICE LEARNING

DATE: _____

TO: _____

FROM: _____

STUDENT: _____

SUBJECT: _____

A number of corporations, agencies, and businesses have expressed their commitment to the School-to-Work Transition Act of 1994 by agreeing to participate in the school district's service learning program. Their responses represent the opportunity for a mutually beneficial relationship among the schools, corporations, agencies, and businesses in this county.

The school district's program introduces the student to a particular career by pairing the student with a supervisor. The student will participate at the site for a specified period of time to develop a better understanding of the requirements of a particular career. One of the objectives of the program is to recognize the unique interest of each student and provide career and job experience to help students become more focused on a career goal.

Students must be recommended to participate in the program. This form must be completed by the teacher. Please give your candid assessment of the above student's academic performance, intellectual promise, and personal qualities by completing the following check list.

Check the appropriate responses:

	Excellent	Good	Fair	Poor
Motivation and attitude toward learning				
Ability to follow directions				
Attitude toward authority				
Ability to work in groups				
Willingness to conform to rules and regulations				
Enthusiasm and interest toward school work				
Display of courtesy and respect				

Comments: _____

_____

_____

NOTE: Return to coordinator

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WORK-BASED EDUCATIONAL PLAN AND PROGRESS REPORT

Student's Name: _____ Social Security Number: _____

Home Phone: _____ Birthday: _____

Student's Career Objective: _____

School/Address: _____

Instructor: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Employer Site/Address: _____

Supervisor/Mentor: _____ Phone: _____

4=Skilled 3=Moderately Skilled 2=Limitedly Skilled 1=Unsuccessful 0=No Exposure

COMPETENCIES **GRADING PERIODS**

WORK-BASED COMPETENCIES	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

If additional space is needed, attach an extra sheet of paper.

_____ _____

(Parent/Guardian's Signature and Date) (Student's Signature and Date)

_____ _____

(School Representative's Signature and Date) (Employer's Signature and Date)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SUPERVISOR EVALUATION REPORT FOR SERVICE LEARNING

Student: _____

Service Learning Supervisor: _____

Service Learning Site: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the experience.

	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Cooperation				
Enthusiasm/Interest				
Courtesy				
Proper attire				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
How would you rate the Service Learning Program?				

How could this program be improved? _____

_____

_____

_____

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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SAMPLE

SERVICE LEARNING ASSIGNMENT FORM

TO: _____
(Name of Student)

FROM: _____
(Name of School Coordinator)

DATE: _____

SUBJECT: Service Learning Assignment

Your service learning experience is scheduled on:

_____
(Date)

from _____ to _____
(A.M.) (P.M.)

with _____
(Name of Company or Agency)

Your contact person at the job site will be:

_____

His/Her phone number is: _____

Company address: _____

_____

_____

NOTE: If you have any questions about your assignment, please contact your school coordinator. Return this completed form to coordinator.

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SERVICE LEARNING NOTIFICATION FORM FOR MAKE-UP-WORK

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in a service learning project. This is to be treated as a work-
(Date)

based learning experience. The student agrees to arrange for make-up work prior to the service learning project.

Please sign below to indicate that you have been notified.

_____ _____
(Principal's Signature) (Coordinator's Signature)

	Teacher	**Subject**
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

NOTE: Return to coordinator

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STUDENT EVALUATION OF THE SERVICE LEARNING EXPERIENCE

Student Name: _____

Career Area: _____

Service Learning Site: _____

Place a check in the space beside each rating which best describes your experience.

1. How would you rate the experience?

   Excellent _____ Good _____ Average _____ Fair _____ Poor _____

2. Did the experience meet your expectations?

   Yes _____ No _____

3. Do you feel the supervisor exposed you to a variety of responsibilities related to your career interest?

   Yes _____ No _____

4. Did the experience change your mind about your career plans?

   Yes _____ No _____

5. What is the best thing that has happened to you in this program?

   _____
   _____
   _____

6. How can the program be improved?

   _____
   _____
   _____

Comments: _____
_____
_____

NOTE: Return to coordinator

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LIST OF PARTICIPANTS IN THE SERVICE LEARNING PROJECT

School: _____

Student's Name	Service Learning Site	Site Address	Telephone Number	Site Supervisor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

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SCHEDULE OF BUSINESS/AGENCY SERVICE LEARNING VISITS

Coordinator's Name: _____

For the Period: _____ 19___ to _____ 19___
(Beginning) (Ending)

Date	Time	Service Learning Site Visited	Student

_____
(Coordinator Signature)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in a program or activity.

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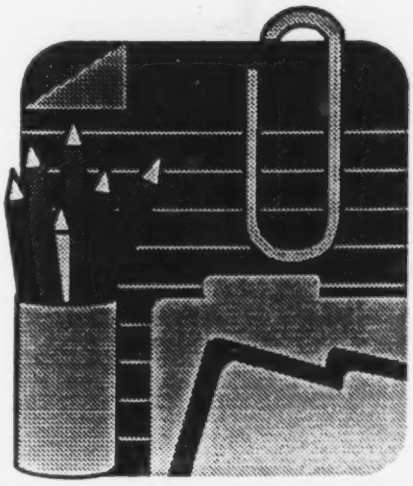
SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

SHADOWING



SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

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SHADOWING

DEFINITION: Shadowing is a short-term educational experience lasting one to eight hours that introduces a student to a particular job or career by pairing the student with an employee of a business, industry or an agency. The student (protégé) follows or "shadows" the employee for a specified time to better understand the requirements of a particular job or career.

PURPOSE: The purposes of a shadowing experience are to:

- develop an awareness of the educational and technical skills required for entry level and advancement in a specific occupation;
- become familiar with the work-site environment associated with the occupation;
- identify the job-related characteristics required of the specific job or career; and
- determine the level of student interest in an identified job or career and the educational requirements.

ADVANTAGES: Shadowing experiences will provide several advantages for participating students. Students will be able to observe first hand the occupational duties and expectations required in a specific job or career and observe an employee performing on the job. Another major advantage is that the experience provides students an information base to assist in career decisions that are more compatible with their personal interests and skills. Other advantages will enable students to:

- increase motivation to excel in school;
- broaden understanding of requirements of a specific occupation in the "real" world;
- develop more self-confidence in working with adults and in job interviews;
- improve positive self image;
- increase peer recognition and acceptance; and
- develop leadership skills.

COMPONENTS FOR IMPLEMENTATION: Several components are necessary for the coordinator to implement in order to develop a successful shadowing program and may include the following:

- design and complete needed application forms;
- organize orientation sessions for administrators, faculty, and students;
- survey employers and locate shadowing sites and sponsors;
- develop awareness activities for students, parents and employers for the shadowing program;
- design confirmation notices for placement sponsors;
- design procedures for student's initial contact with placement sponsor and/or occupational role model;
- devise parental permission form;
- develop learning activity experience plan with placement sponsor and student learner;
- develop post-shadowing reports for placement sponsor and/or occupational role model and student learner;
- determine procedure for post-shadowing conference with student, and placement sponsor and/or occupational role model;
- compile evaluation reports;
- analyze and recycle information to strengthen future shadowing experiences;
- design certificates of appreciation for firm and/or occupational role model; and
- design method of rewarding students for satisfactory completion of the shadowing experience.

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POLICIES AND PROCEDURES: It is important that all partners are aware of responsibilities to provide a successful experience.

- Each student will be assigned to a shadowing site based on a related career interest.
- A shadowing agreement must be on file for each student participating in the program.
- The student participating in the shadowing experience must remain at the business or agency for a determined minimum period of time.
- An education representative will visit the work site prior to the placement.
- The employee assigned to the shadowing student shall participate in the evaluation of the student's interest, adaptability, and attitude during the experience.
- The student shall be given the opportunity to observe various phases of the occupation during the experience.
- The student shall receive safety instructions from and be under the supervision of a qualified representative at the shadowing site.
- The school district shadowing program shall comply with all federal, state, and local labor laws and regulations.
- The student must comply with the dress code at the shadowing site (if applicable).
- The student will be counted present for any portion of the school day missed and will be excused from class.
- The student may go to the work site directly from home.
- School district personnel may not be present at the work site.
- It is the policy of the school district that no person on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity.

EMPLOYER'S RESPONSIBILITIES: The **EMPLOYER**, recognizing that a plan is being followed and that close supervision of the shadowing student will be needed, agrees to:

- provide a variety of shadowing experiences for the student which will contribute to the exploration of his/her career goals;
- adhere to all federal and state regulations regarding child labor, safety, and other applicable laws and regulations;
- provide the coordinator with an evaluation of the student's experience;
- consult the coordinator before dismissing the student;
- provide no monetary compensation to the student for the experience; and
- review the suggested activities for the shadowing student.

STUDENT'S RESPONSIBILITIES: The **SHADOWING STUDENT** considers the experience an opportunity to explore a career and agrees to:

- demonstrate honesty, punctuality, courtesy, a cooperative attitude, good grooming habits, appropriate dress, and a willingness to learn;
- conform to the rules and regulations of the shadowing agency and the school;
- complete questions for shadowing activities;
- notify the school coordinator if it is necessary to be absent from the shadowing site;
- furnish the coordinator with the necessary information and complete promptly all necessary reports;
- be responsible for his/her transportation to and from the shadowing site;
- accept no monetary compensation for the shadowing experience;
- be responsible for his/her lunch money during the shadowing experience; and
- furnish the required clothing, safety items, and tools.

PARENTS' RESPONSIBILITY: The **PARENTS** of the shadowing student, realizing the importance of the experience in the student attaining his/her career and educational goals, agree to:

- share the responsibility for the conduct of the shadowing student while on the experience;
- accept the responsibility for the safety and conduct of the shadowing student while he/she is traveling to and from the shadowing agency and home;
- make any inquiries concerning the shadowing student's experiences through the coordinator rather than directly to the employer at the shadowing agency;
- be responsible for the student's lunch or lunch money during the shadowing experience; and
- be responsible for the required clothing, safety items, tools, and equipment the student may need during the shadowing experience.

TEACHER'S RESPONSIBILITY: The **TEACHER** assumes the role of assisting in the design and implementation of the shadowing experience and agrees to:

- help specify desired skill and competency levels;
- help develop interdisciplinary, applied and project-based curricula;
- integrate academic and vocational teaching;
- understand the nature of sequencing student's planned workplace activity;
- develop workplace readiness curriculum with employers;
- explore workplaces and assess them for learning opportunities; and
- join with employers to discover both the common and the different ways in which teachers and employers understand the challenges they face and the solutions they propose in preparing students for the future work force.

COORDINATOR'S RESPONSIBILITIES: The **COORDINATOR**, representing the school, will coordinate the shadowing program towards a satisfactory placement of the student in his/her occupational field of interest and agrees to:

- make arrangements for the potential placement of participating students;
- visit the shadowing site prior to the student placement to consult with the employer and to assist in developing an observation plan;
- assist in the evaluation of the shadowing student;
- inform the business or agency of the necessary federal and state regulations regarding child labor; and
- notify schools within the district (coordinators of shadowing programs) of participating shadowing work sites.

OBJECTIVE: Shadowing experiences should provide students opportunities to explore various career options in the workplace and to learn about specific job skills and educational requirements in their career interests. The following objectives are important to consider in planning and implementing shadowing experiences.

- recognize the unique interests of each student and provide individualized career exploration beginning in middle school to assist students in becoming more focused on career goals;
- provide other career exploration experiences that may be valuable to students;
- encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in the workplace;
- promote better understanding of the relationship between rigorous and relevant education and employment success;
- facilitate transition from school to work; and
- determine the requirements for students to participate in shadowing activities.

EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

TIME COMMITMENT: Usually 4 to 8 hours and includes Grades 7-12.

AGREEMENTS: Informal agreements may be used in shorter (1-2 hours) shadowing experiences but longer (6-8 hours) experiences need to be more formalized with defined agreements. District school personnel need to have partners complete forms that ensure a safe, successful student experience.

CREDENTIALS: No credentials are awarded, but award recognition for students and employers may provide increased motivation.

EVALUATION: Work-site evaluation of the shadowing student's performance will be conducted by the employer. School personnel will monitor the progress of the student learner.

TRANSPORTATION: Students and parents should provide transportation, and in some cases, the school or school district may make transportation arrangements for younger students to and from the work site.

INSURANCE COVERAGE: Employers, school districts, students, and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: Usually no commitment of full-time employment is expected on the part of employer or the older student.

SAMPLE FORMS
FOR
SHADOWING

PARENT/GUARDIAN WORK-BASED LEARNING SAMPLE PERMISSION FORM

My child, _____, _____ has my permission to participate in a
(Name of Student) (Birth Date)

school-to-work activity at _____ beginning _____ and ending _____.
(Work Site Location) (Date) (Date)

I will be responsible for arranging transportation for my child to and from the work site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:

Name of Employer: _____

Address of Employer: _____

Nature of Work: _____

_____

Are employees/workers at this work site engaged in hazardous occupations? _____ Yes _____ No

Will the school-to-work opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? _____ Yes _____ No

Nature of work in the school-to-work opportunity: _____

_____

Employer/Contact: _____ Phone: _____

TO BE COMPLETED BY THE PARENT(S) OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____ Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

Note: Return form to coordinator.

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SAMPLE FORM FOR INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ Counselor: _____

Address: _____ Phone: _____

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of Health/Accident Insurance Company: _____ Insured: _____ Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

_____ _____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Student's Signature Date

Note: This form should be kept on file at school. If the student is participating in a school-to-work activity, a copy should also be on file at the work site.

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SAMPLE

SHADOWING AGREEMENT FORM

Shadowing Student's Name: _____

Address: _____

Telephone Number: _____ SS #: _____

Age: _____ Date of Birth: _____ Grade: _____

Business/Industry: _____

Address: _____

Telephone Number: _____

School: _____

Coordinator: _____ Telephone Number: _____

Parent/Guardian: _____ Telephone Number: _____

All parties jointly agree to the following:

1. There will be no monetary compensation for participation in the shadowing program.
2. The shadowing experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the shadowing program.
4. Safety instructions will be provided by the employer.
5. Adequate insurance coverage for the student will be provided by:

   _____

   (List who has coverage: school, parents, business, etc.)
6. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
7. The shadowing site shall conform with all federal, state, and local labor laws while providing the student with a variety of observation experiences.

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8. The shadowing site shall provide an evaluation of the student after the experience.

9. The student will remain at the shadowing site for the identified minimum of time.

10. The student will report to the shadowing site on:

_____, _____ a.m. until _____ p.m.
(Date)

11. The parent or guardian will provide transportation for the student to and from the shadowing agency.

12. Students will be accepted and assigned to shadowing sites without regard to race, color, national origin, sex, handicap, or disadvantage.

_____ _____
(School Administrator) (Employer)

_____ _____
(Coordinator) (Student)

PC: Employer
Parent
Coordinator
Student's file

SCHEDULE

A SCHEDULE	**B SCHEDULE**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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SAMPLE

SHADOWING TRAINING PLAN

Student's Name: _____ Social Security Number: _____

Work Site: _____ Training Sponsor: _____

Address: _____ Phone: _____

Beginning Date: _____ Ending Date: _____

School: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Student's Career Objective: _____

Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

COMPETENCIES TO BE DEVELOPED IN THE SCHOOL-TO-WORK ACTIVITY

(List competencies the student will need to complete.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A DESCRIPTION OF THE LEARNING EXPERIENCE

(The student will describe his/her participation in this experience.)

_____

_____

_____

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

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SAMPLE

TEACHER RECOMMENDATION FORM FOR SHADOWING

DATE: _____

TO: _____

FROM: _____

STUDENT: _____

SUBJECT: _____

A number of corporations and businesses have expressed their commitment to the School-to-Work Transition Act of 1994 by agreeing to participate in the school district's shadowing program. Their responses represent the opportunity for a mutually beneficial relationship among the schools and corporations and businesses in this county.

The school district's shadowing program introduces the student to a particular occupation by pairing the student with a worker for a period of time. The student follows or shadows the worker for the agreed-upon amount of time to better understand the requirements of a particular career. One of the objectives of the shadowing program is to recognize the unique interest of each student and provide individualized career exploration whenever possible in order to help the student become more focused on a career goal.

We have in place criteria for students' participation in the shadowing program, one of which is a completed teacher recommendation form. Please give your candid assessment of the above student's academic performance, intellectual promise, and personal qualities by completing the following check list.

Check the appropriate responses:

	Excellent	**Good**	**Fair**	**Poor**
Motivation and attitude toward learning				
Ability to follow directions				
Attitude toward authority				
Ability to work in groups				
Willingness to conform to rules and regulations				
Enthusiasm and interest toward school work				
Display of courtesy and respect				

Comments: _____

_____

_____

NOTE: Return to coordinator

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SAMPLE

JOB SHADOWING ASSIGNMENT FORM

TO: _____
(Name of Student)

FROM: _____
(Name of School Coordinator)

DATE: _____

SUBJECT: Job Shadowing Assignment

Your job shadowing experience is scheduled on:

_____
(Date)

from _____ to _____
(A.M.) (P.M.)

with _____
(Name of Company)

Your contact person at the job site will be:

_____

His/Her phone number is: _____

Company address: _____

_____

_____

NOTE: If you have any questions about your job shadowing assignment, please contact your school coordinator. Return this completed form to coordinator.

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JOB SHADOWING NOTIFICATION FORM FOR MAKE-UP WORK

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in job shadowing. This is to be treated as a work-based
(Date)

learning experience. The student agrees to arrange for make-up work prior to the job shadowing.

Please sign below to indicate that you have been notified.

_____ _____
(Principal's Signature) (Coordinator's Signature)

	Teacher	**Subject**
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

NOTE: Return to coordinator

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SUGGESTED SHADOWING ACTIVITIES FOR THE EMPLOYER

Name: _____ Home Phone: _____

School: _____ School Phone: _____

Coordinator: _____

Shadowing Agency: _____

Shadowing Supervisor: _____

Shadowing Occupation _____

SUGGESTED ACTIVITIES:

1. Introduce the student to the staff.
2. Explain the occupation being observed.
3. Tour the facility (if possible/practical).
4. Create a small activity for the student to perform which is related to the career. This activity could be planned in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

OFFERS ANSWERS TO THE FOLLOWING QUESTIONS:

1. Describe the employee's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the employee's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the employee's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the employee enjoy most about this position?
5. What does the employee find most difficult, stressful, etc., about this position?
6. What recommendations would the employee offer to someone who is interested in entering a similar position?
7. In the employee's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe this employee's role in supervision.
10. What are the starting salaries and educational requirements at this company for persons who hold positions similar to the one that the student is observing today?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for the student to find out about this career?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

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EMPLOYER EVALUATION REPORT FOR SHADOWING

Student: _____

Shadowing Supervisor: _____

Shadowing Site: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the shadowing experience.

	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Cooperation				
Enthusiasm/Interest				
Courtesy				
Proper attire				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
How would you rate the Shadowing Program?				

How could this program be improved? _____

_____

_____

_____

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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SAMPLE

STUDENT OBSERVATION SHADOWING REPORT

Student Name: _____

Shadowing Site: _____

School: _____ Telephone: _____

Address: _____

Required safety items (if applicable): _____

Required tools/equipment (if applicable): _____

Date: _____ Time arrived: _____ Time left: _____

Please answer the following questions.

1. Describe the employee's occupation and duties.
2. Describe the working conditions associated with the employee's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the employee's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the employee find most difficult, stressful, etc., about the position?
5. What recommendations did the employee offer to someone who is interested in entering a similar position?
6. What does the employee enjoy most about this position?
7. In the employee's opinion, what type of attitude and personality traits are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe this employee's role in supervision. (Does he/she supervise other people? What is involved in supervision? Who supervises his/her position?)
10. What are the starting salaries and educational requirements for people who hold positions similar to the one you are observing today?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for students to find out more about this career?

NOTE: Return to coordinator

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STUDENT EVALUATION OF THE SHADOWING EXPERIENCE

Student Name: _____

Occupation Shadowed: _____

Business/Industry: _____

Place a check in the space beside each rating which best describes your shadowing experience.

1. How would you rate the shadowing experience?

   Excellent _____ Good _____ Average _____ Fair _____ Poor _____

2. Did the experience meet your expectations of the occupation?

   Yes _____ No _____

3. Do you feel the supervisor exposed you to a variety of responsibilities related to the occupation you were exploring?

   Yes _____ No _____

4. Did the experience change your mind about your career plans?

   Yes _____ No _____

5. What is the best thing that has happened to you in this program?

   _____
   _____
   _____

6. How can the program be improved?

   _____
   _____
   _____

Comments: _____
_____
_____

NOTE: Return to coordinator

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LIST OF PARTICIPANTS IN THE SHADOWING PROGRAM

School: _____

Student's Name	Shadowing Site	Site Address	Telephone Number	Site Supervisor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

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SCHEDULE OF EMPLOYER VISITS TO SHADOWING SITES

Coordinator's Name: _____

For the Period: _____ 19___ to _____ 19___
(Beginning) (Ending)

Date	Time	Shadowing Site Visited	Student

_____
(Coordinator Signature)

NOTE: It is the policy that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in a program or activity.

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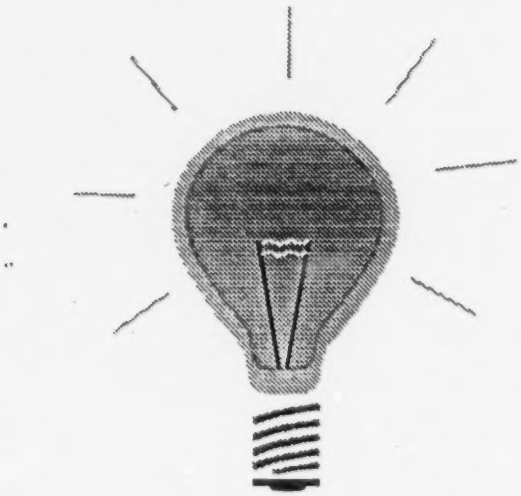
SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

MENTORING



SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

OVERVIEW OF MENTORING

Mentoring is a relationship between a student and an adult or mentor who guides and helps the student, especially in the furtherance of his/her career. This one-on-one relationship with a supportive, caring adult provides a student individual support to assist him/her in connecting the expectations and responsibilities between school and work. This relationship can take many forms and may include a variety of interactions between mentor and protégé. School districts are encouraged to create a broad spectrum of mentoring opportunities to support local school-to-work efforts. Mentoring may begin as early as middle school to provide students opportunities to explore career options in fields of interest. These opportunities provide intermediate steps for students to link to a youth apprenticeship program beginning in the eleventh grade. Many employers consider the skills that may be learned through mentoring as essential skills to be successful in the workplace. The South Carolina Chamber Skills Survey identified many of the needed workplace skills and include the following: responsibility, self-management, self-confidence, integrity, and honesty. These skills are best learned in a mentor relationship with the student.

Research has shown that people who do well in life benefited from mentor-student relationships. For adults, having a mentor is associated with greater job satisfaction, better performance, increased self-confidence, mastery of skills, and access to materials previously unavailable to them. If it is true for adults, it is even more true for students.

Mentoring includes and extends from school, community, and work site. A mentor can serve as an adviser and role model who may be missing from a student's life to provide guidance to the student to explore new experiences and provide adult support and attention to encourage the student to plan for the future. Mentoring programs can be, and are, as varied and different as the needs of communities and the students living within them.

TYPES OF MENTORS

- **Work-Based:** An employee or other individual, who is approved by the employer at the work site; who possesses the skills and knowledge to be mastered by a student learner; who instructs, critiques the performance, challenges the student to perform well; and who works in consultation with educators and employers of the student.

- **School-Based:** A professional educator employed at a school who is designated as the mentor for a particular student and who works in consultation with other educators and possibly employers for older students to provide support and monitor the progress of the student learner in school and at the work site.

- **Community-Based:** An adult or mature individual within the community who assumes a mentor or a role-model relationship for a particular child or youth; who works with educators, community-based agencies, and employers of older students to provide guidance and support; and who monitors the progress of the child and youth in the home, at school, and at the work site of older students if needed.

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WORK-BASED MENTORING

DEFINITION: Work-based mentoring links a student with a work-site mentor at a local business. The mentor relationship may be for one to two years, five hours or more each week, with the protégé receiving instruction in work force requirements in specific job skills and developing knowledge of the work-site environment through experiences such as youth apprenticeship, internship, or cooperative education.

The way to successful work-based learning is linking a youth apprentice, intern, or cooperative education student with a supportive adult referred to as a mentor. A mentor provides guidance and encouragement to the student learner to build self confidence and self-esteem, as well as being involved in tutoring, coaching and teaching the student learner skills needed in completing work tasks and job responsibilities.

ROLE OF MENTOR: The mentor assumes a number of responsibilities that include:

- introducing the student learner into the business and establishing expectations;
- providing instructions for the student learner;
- evaluating the performance of the student learner using a corrective learning approach; and
- counseling the student learner on matters related to work-site activities as well as encouraging good performance at school.

MENTOR ORIENTATION: Orientation sessions should be conducted for employers, mentors and other individuals within the business who may be involved in the instruction of the student learners. The mentor training may include the following:

- orientation to the purpose of the program;
- expectations of the student, parent, employer and school;
- instructional methods used to meet the different learning styles of students;
- organization of work-site learning activities and connection with school-based learning activities;
- recognition of individual differences in adolescent behavior; and
- evaluation of student learner performance.

Employers should require mentors and other individuals working with student learners to attend an orientation session prior to a student being placed with the firm.

MENTOR INSTRUCTIONAL METHODS: Hamilton and Hamilton (1993) described methods that mentors should use in teaching student learners about job tasks and responsibilities, and noted that: "apprentices begin by observing a mentor (coach) perform a task; then they learn to assist with the task; finally they are able to perform the task, first with assistance and eventually independently" (p.14). The mentor will use a variety of instructional methods that may include the following:

- demonstrate task performances by doing the task while the student observes;
- explain how to perform a task correctly;
- explain why a task is performed a certain way;
- monitor and critique the student's attempts to do the task;
- model problem-solving by thinking aloud and demonstrating problem-solving strategies;
- initiate the student to the workplace culture;
- advise the student on career directions and opportunities; and
- inform the student of company personnel policies and procedures.

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HOW PROTÉGÉS LEARN: Mentors in the work site will assist youth apprentices, interns, and cooperative education students in learning the required work-based content material, will provide instruction on how to make the applications in actual on-the-job activities, and will connect school-based learning. Students need to develop and use a variety of learning techniques and methods that include:

- developing listening skills to follow instructions to complete tasks with accuracy in a safe manner;
- practicing what has been taught through observing demonstrations by the mentor and then performing the activities with increasing speed and accuracy;
- processing information to connect knowledge, skills and attitudes required to be successful in the workplace;
- performing real work and developing an understanding of the requirements of quality performance;
- initiating the learning of assigned tasks and taking notice of opportunities for learning new tasks;
- reflecting on work experiences that focus on long-term implications for career opportunities; and
- developing self-evaluation techniques that enable mistakes and errors to be eliminated.

POLICIES AND PROCEDURES: It is important that all partners are aware of responsibilities to provide a successful experience.

- The student will be assigned to a mentoring site based on a related career interest.
- A mentoring agreement must be on file for each student participating in the program.
- The student participating in the mentoring experience must remain at the site for a determined minimum period of time.
- An educational representative will visit the work site prior to the placement.
- The mentor assigned to the mentoring student shall participate in the evaluation of the student's interest, adaptability, and attitude during the experience.
- The student shall be given the opportunity to observe various phases of the career(s) during the experience.
- The student shall receive safety instructions from, and be under the supervision of, a mentor at the mentoring site.
- The mentoring program shall comply with all federal, state, and local labor laws and regulations.
- The student must comply with the dress code at the mentoring site (if applicable).
- The student will be counted present for any portion of the school day missed and will be excused from class.
- The student may go to the work site directly from home.
- School personnel may visit the work site.
- It is the policy of the school district that no person on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity.

EMPLOYER'S RESPONSIBILITIES: The **EMPLOYER**, recognizing that a plan is being followed and that close supervision of the mentoring student will be needed, agrees to:

- provide a variety of mentoring experiences for the student which will contribute to the exploration of his/her career goals;
- adhere to all federal and state regulations regarding child labor, safety, and other applicable laws and regulations;
- provide the coordinator with an evaluation of the student's experience;
- consult the coordinator before dismissing the student;
- provide monetary compensation (if appropriate) to the student for the experience; and
- review the suggested activities for the mentoring student.

STUDENT'S RESPONSIBILITIES: The **MENTORING STUDENT** considers the experience an opportunity to explore a career and agrees to:

- demonstrate honesty, punctuality, courtesy, a cooperative attitude, good grooming habits, appropriate dress, and a willingness to learn;
- conform to the rules and regulations of the mentoring site and the school;
- complete questions for mentoring activities;
- notify the school coordinator if it is necessary to be absent from the mentoring site;
- furnish the coordinator with the necessary information and complete promptly all necessary reports;
- be responsible for his/her transportation to and from the mentoring site;
- accept no monetary compensation for school-based or community-based mentoring experience;
- be responsible for his/her lunch money during the mentoring experience; and
- furnish the required clothing, safety items, and tools.

OBJECTIVE: Mentoring experiences should provide students opportunities to explore various career options in the workplace and to learn about specific job skills and educational requirements of their career interests. The following objectives are important to consider in planning and implementing mentoring experiences.

- recognize the unique interests of each student and provide individualized career exploration to assist students in becoming more focused on career goals;
- provide experiences in various aspects of the careers that may be available to students;
- encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in the workplace;
- promote better understanding of the relationship between rigorous and relevant education and employment success;
- facilitate transition from school to work; and
- determine the requirements for students to participate in mentoring activities.

EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

PARTICIPATION CRITERIA: Participation criteria is determined by the local school district and employers.

TIME COMMITMENT: Time commitment in work-based mentoring varies from 5 hours to 20 hours per week in a structured youth apprenticeship program, an internship, or a cooperative education program and may last from 1-2 years.

AGREEMENTS: A well-defined agreement among the mentor, educator, and parent is reached and signed. If the student is involved in a youth apprenticeship program, an internship program, or a cooperative education program, a formal memorandum of agreement is signed identifying responsibilities by all parties.

WAGES AND RATE OF PAY: Wages and rate of pay may be paid or non-paid and are determined by the business or agency.

INSURANCE (HEALTH AND LIABILITY): Insurance coverage must be documented by the employer, family, and school district.

WORKERS' COMPENSATION: Workers' Compensation must be provided for students who are 16 years of age and in the eleventh grade and participating in a work-site experience. The coverage may be provided by the school district or employer.

EVALUATION: Students are evaluated periodically through a written assessment of performance, and the report is given to the student and school personnel.

TRANSPORTATION: Transportation is usually provided by the parent for younger students but may be provided by the school district.

EMPLOYMENT COMMITMENT: No employment commitment is made by the employer, mentor, or student.

REGULATIONS AND LAWS: All local, state, and federal requirements must be met under the child labor provisions.

FOR ADDITIONAL INFORMATION, see ***Youth Apprenticeship***, ***Internship***, and ***Cooperative Education*** sections in this document.

SCHOOL-BASED MENTORING

DEFINITION: A professional educator or support personnel employed at a school who is designated as the mentor for a particular student and who works in consultation with other educators and possibly employers for older students to provide support and monitor the progress of the student learner in school and at the work site.

ROLE OF MENTOR: The mentor assumes a number of responsibilities that include:

- being available to assist the student;
- providing support to the student in decision making;
- assisting the student in planning career and evaluation goals;
- encouraging the student in a variety of academic, personal, and social issues;
- assisting the student in career awareness and career exploration; and
- seeking parental/legal guardian's support.

MENTOR ORIENTATION: Orientation sessions should be conducted for mentors who will be involved in mentoring students. The mentor training may include the following:

- orientation to the purpose of the program;
- expectations of the student and parent or guardian;
- connection of school-based and community-based activities;
- recognition of different learning styles and differences in child and adolescent behavior; and
- review of the mentoring program.

ADVANTAGES: School-based mentoring experiences will provide several advantages for participating students. Students will be able to form a bond with a caring adult away from home. Other advantages for students include:

- increase motivation to excel in school;
- plan for future career and educational goals;
- develop more self-confidence;
- improve positive self-image;
- increase peer recognition and acceptance;
- learn to work with others;
- gain self-respect; and
- develop leadership skills.

OBJECTIVE: Mentoring experiences should provide the opportunity to build a bonding relationship between a student and adult that can take many forms and a variety of interactions between the mentor and student. The following objectives are important to consider in planning and implementing internship experiences:

- recognize the unique interests of each student and provide assistance to students in becoming more focused on personal and career goals;
- provide other career exploration experiences that may be valuable to students;
- encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in school and in the workplace;
- promote better understanding of the relationship between rigorous and relevant education and employment success;
- facilitate transition from school to work; and
- determine the requirements for students to participate in mentoring activities.

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EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

TIME COMMITMENT: Usually up to 5 hours per week and may last up to one year in Grades 7-12.

AGREEMENTS: Informal or formal agreements may be used. District school personnel need to have parents complete forms that ensure a safe, successful student experience.

CREDENTIALS: No credentials are awarded, but award recognition for students and mentors may provide increased motivation.

EVALUATION: Evaluation of the mentoring experience will be conducted by the mentor and student. Progress of the student learner will be monitored.

TRANSPORTATION: Students and parents should provide transportation if needed.

INSURANCE COVERAGE: Employers, school districts, students, and parents must complete forms documenting appropriate insurance coverage if needed. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: No commitment of employment is expected.

COMMUNITY-BASED MENTORING

DEFINITION: An adult or mature individual within the community who assumes a mentor or a role model relationship for a particular child or youth; who works with educators, community-based agencies, and employers of older students; who provides guidance and support; and who monitors the progress of the child and youth in the home, at school, and at the work site of older students if needed.

ROLE OF MENTOR: The mentor assumes a number of responsibilities that includes:

- being available to assist the student;
- providing support to the student in decision-making;
- assisting the student in planning career and evaluation goals;
- encouraging the student in a variety of academic, personal, and social issues;
- assisting the student in career awareness and career exploration; and
- seeking parental/legal guardian's support.

MENTOR ORIENTATION: Orientation sessions should be conducted for mentors who will be involved in mentoring students. The mentor training may include the following:

- orientation to the purpose of the program;
- expectations of the student, parent, or guardian;
- connection of school-based and community-based activities;
- recognition of different learning styles and differences in child and adolescent behavior; and
- review of the mentoring program.

ADVANTAGES: Community-based mentoring experiences will provide several advantages for participating students. Students will be able to form a bond with a caring adult away from home. Other advantages for students include:

- increase motivation to excel in school;
- plan for future career and educational goals;
- develop more self-confidence;
- improve positive self-image;
- increase peer recognition and acceptance;
- learn to work with others;
- gain self-respect; and
- develop leadership skills.

OBJECTIVE: Mentoring experiences should provide the opportunity to build a bonding relationship between a student and adult that can take many forms and a variety of interactions between the mentor and student. The following objectives are important to consider in planning and implementing internship experiences.

- recognize the unique interests of each student and provide assistance to students in becoming more focused on personal and career goals;
- provide other career exploration experiences that may be valuable to students;
- encourage the development of personal traits of cooperation, courtesy, promptness, dependability, and respect in school and in the workplace;
- promote better understanding of the relationship between rigorous and relevant education and employment success;
- facilitate transition from school to work; and
- determine the requirements for students to participate in mentoring activities.

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EMERGENCY INFORMATION FORM: The emergency information form must include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names;
- parents' phone numbers (work and home);
- parents' home address;
- parents' work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

TIME COMMITMENT: Usually up to 5 hours per week and may last up to one year in Grades 7-12.

AGREEMENTS: Informal or formal agreements may be used. District school personnel need to have parents complete forms that ensure a safe, successful student experience.

CREDENTIALS: No credentials are awarded, but award recognition for interns and mentors may provide increased motivation.

EVALUATION: Evaluation of the mentoring experience will be conducted by the mentor and student. Progress of the student learner will be monitored.

TRANSPORTATION: Students and parents should provide transportation if needed.

INSURANCE COVERAGE: Employers, school districts, students, and parents must complete forms documenting appropriate insurance coverage if needed. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: No commitment of employment is expected.

SAMPLE FORMS

FOR

MENTORING

PARENT/GUARDIAN SAMPLE PERMISSION FORM
MENTORING

My child, _____, _____ has my permission to participate in a
(Name of Student) (Birth Date)

mentoring activity at _____ beginning _____ and ending _____.
(Mentoring Site) (Date) (Date)

I will be responsible for arranging transportation for my child to and from the mentoring site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:

Mentor: _____ Phone: _____

Name of Employer: _____

Address: _____

Nature of Work: _____

_____

Are employees/workers at this mentoring site engaged in hazardous occupations? Yes _____ No

Will the school-to-work opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? _____ Yes _____ No

Nature of work in the school-to-work opportunity: _____

_____

TO BE COMPLETED BY THE PARENT(S) OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____ Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

_____ _____ _____
(Parent/Guardian Signature) (Date) (Work Phone)

Note: Return to coordinator.

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SAMPLE FORM FOR INSURANCE AND EMERGENCY INFORMATION

PERSONAL DATA

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ Counselor: _____

Address: _____ Phone: _____

INSURANCE COVERAGE

Insurance Coverage	Yes/No	Family	School	Employer
Liability and/or Bonding	_____	_____	_____	_____
Workers' Compensation	_____	_____	_____	_____
Health/Accident	_____	_____	_____	_____

Name of Health/Accident Insurance Company: _____ Insured: _____ Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

STUDENT MEDICAL INFORMATION

List medical information about the student that would be helpful in case of an emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Workplace Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

_____ _____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Signature Date

_____ _____

Student's Signature Date

Note: This form should be kept on file at school. If the student is participating in a school-to-work activity, a copy should also be on file at the work site.

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SAMPLE MENTORING TRAINING PLAN

Student's Name: _____ Social Security Number: _____

Mentoring Site: _____ Mentor: _____

Address: _____ Phone: _____

Beginning Date: _____ Ending Date: _____

School: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Student's Career Objective: _____

Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

COMPETENCIES TO BE DEVELOPED IN THE MENTORING ACTIVITY

(List competencies the student will need to complete.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A DESCRIPTION OF THE MENTORING EXPERIENCE

(The student will describe his/her participation in this experience.)

_____

_____

_____

_____

_____

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NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

SUGGESTED ACTIVITIES FOR THE MENTOR

Name: _____ Home Phone: _____

School: _____ School Phone: _____

Coordinator: _____

Mentoring Site: _____

Name of Mentor: _____

Mentoring Areas: _____

SUGGESTED ACTIVITIES:

1. Introduce the student to the staff.
2. Explain the mentoring plan.
3. Tour the facility (if possible/practical).
4. Create a list of activities for the student to perform during his/her mentoring experiences. This list should be planned in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

PROVIDE ANSWERS TO THE FOLLOWING QUESTIONS:

1. Describe the mentor's occupation. (What are his/her duties?)
2. Describe the working conditions associated with the mentor's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the mentor's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the mentor enjoy most about this position?
5. What does the mentor find most difficult, stressful, etc., about this position?
6. What recommendations would the mentor offer to someone who is interested in entering a similar position?
7. In the mentor's opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe the mentor's role in supervision.
10. What are the starting salaries and educational requirements at this company for persons who hold positions similar to the one you are observing today?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for the student to find out about this career?

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

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SAMPLE

MENTORING AGREEMENT FORM

Mentoring Student's Name: _____

Address: _____

Telephone Number: _____ SS #: _____

Age: _____ Date of Birth: _____ Grade: _____

Employer: _____

Mentor: _____

Mentoring Site: _____

Address: _____

Telephone Number: _____

School: _____

Coordinator: _____ Telephone Number: _____

Parent/Guardian: _____ Telephone Number: _____

All parties jointly agree to the following:

1. There will be no monetary compensation for participation in the school-based and community-based mentoring program.
2. The mentoring experience (if work based) shall be at an employer site directly related to the career interest expressed by the student. Monetary compensation may be paid for work-based mentoring, if appropriate.
3. The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the mentoring program.
4. Safety instructions will be provided by the employer.
5. Adequate insurance coverage for the student will be provided by:

   _____

   (List who has coverage: school, parents, business, etc.)
6. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
7. The mentoring site shall conform with all federal, state, and local labor laws while providing the student with a variety of observation experiences.

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8. The mentoring site shall provide an evaluation of the student after the experience.

9. The student will remain at the mentoring site for an agreed upon time period.

10. The student will report to the mentoring site on:

    _____, _____ a.m. until _____ p.m.
    (Date)

11. The parent or guardian will provide transportation for the student to and from the mentoring site.

12. Students will be accepted and assigned to mentoring sites without regard to race, color, national origin, sex, handicap, or disadvantage.

_____ (School Administrator)

_____ (Employer)

_____ (Coordinator)

_____ (Mentor)

_____ (Student)

PC: Employer
Mentor
Parent
Coordinator
Student's file

SCHEDULE

A SCHEDULE	**B SCHEDULE**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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SAMPLE

MENTORING ASSIGNMENT FORM

TO: _____
(Name of Student)

FROM: _____
(Name of School Coordinator)

DATE: _____

SUBJECT: Mentoring Assignment

Your mentoring experience is scheduled on:

_____
(Date)

from _____ to _____
(A.M.) (P.M.)

with _____
(Name of Mentor)

His/Her phone number is: _____

Mentoring Site: _____

Address: _____

_____

_____

NOTE: If you have any questions about your mentoring assignment, please contact your school coordinator. Return this completed form to coordinator.

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MENTORING NOTIFICATION FORM FOR MAKE-UP WORK

This is to notify you that _____ will be excused from school on
(Name of Student)

_____ to participate in mentoring. This is to be treated as a work-based
(Date)

learning experience. The student agrees to arrange for make-up work prior to the mentoring experience.

Please sign below to indicate that you have been notified.

_____ _____
(Principal's Signature) (Coordinator's Signature)

	Teacher	**Subject**
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

NOTE: Return to coordinator

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SAMPLE

TEACHER RECOMMENDATION MENTORING FORM

DATE: _____

TO: _____

FROM: _____

STUDENT: _____

SUBJECT: _____

A number of corporations and businesses have expressed their commitment to the School-to-Work Transition Act of 1994 by agreeing to participate in the school district's mentoring program. Their responses represent the opportunity for a mutually beneficial relationship among the schools and corporations and businesses in this county.

The school district's mentoring program introduces the student to a particular career by pairing the student with a mentor. The student and the mentor may be paired up to one year to help students better understand the requirements of a particular career. One of the objectives of the mentoring program is to recognize the unique interest of each student and provide individualized career exploration whenever possible in order to help students become more focused on a career goal.

Students must be recommended for the mentoring program. One selection criterion is the teacher recommendation. Please give your candid assessment of the above student's academic performance, intellectual promise, and personal qualities by completing the following check list.

Check the appropriate responses:

	Excellent	Good	Fair	Poor
Motivation and attitude toward learning				
Ability to follow directions				
Attitude toward authority				
Ability to work in groups				
Willingness to conform to rules and regulations				
Enthusiasm and interest toward school work				
Display of courtesy and respect				

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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EMPLOYER MENTORING EVALUATION REPORT

Student: _____

Mentor: _____

Mentoring Site: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the shadowing experience.

	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Cooperation				
Enthusiasm/Interest				
Courtesy				
Proper Attire				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
How would you rate the mentoring experience?				

How could this program be improved? _____

_____

_____

_____

Comments: _____

_____

_____

_____

NOTE: Return to coordinator

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SAMPLE

STUDENT OBSERVATION MENTORING REPORT

Student Name: _____

Mentoring Site: _____

School: _____ Telephone: _____

Address: _____

Required safety items (if applicable): _____

Required tools/equipment (if applicable): _____

Date: _____ Time arrived: _____ Time left: _____

Please answer the following questions.

1. Describe the mentor's occupation and duties.
2. Describe the working conditions associated with the mentor's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the mentor's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the mentor find most difficult, stressful, etc., about the position?
5. What recommendations did the mentor offer to someone who is interested in entering a similar position?
6. What does the mentor enjoy most about this position?
7. In the mentor's opinion, what type of attitude and personality traits are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe the mentor's role in supervision. (Does he/she supervise other people? What is involved in supervision? Who supervises his/her position?)
10. What are the starting salaries and educational requirements for people who hold positions similar to the ones you have been observing?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways for students to find out more about this career?

NOTE: Return to coordinator

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STUDENT EVALUATION OF THE MENTORING EXPERIENCE

Student Name: _____

Career(s) Explored: _____

Employer: _____

Place a check in the space beside each rating which best describes your mentoring experience.

1. How would you rate the mentoring experience?

   Excellent _____ Good _____ Average _____ Fair _____ Poor _____

2. Did the experience meet your expectations of the occupation?

   Yes _____ No _____

3. Do you feel the supervisor exposed you to a variety of responsibilities related to the career(s) you were exploring?

   Yes _____ No _____

4. Did the experience change your mind about your career plans?

   Yes _____ No _____

5. What is the best thing that has happened to you in this program?

   _____
   _____
   _____

6. How can the program be improved?

   _____
   _____
   _____

Comments: _____
_____
_____

NOTE: Return to coordinator

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LIST OF MENTORING PARTICIPANTS

School: _____

Student's Name	Mentoring Site	Site Address	Telephone Number	Site Mentor
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

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SCHEDULE OF COORDINATOR'S VISITS TO MENTORING SITES

Coordinator's Name: _____

For the Period: _____, 19___ to _____ 19___
(Beginning) (Ending)

Date	Time	Mentoring Site Visited	Student

_____
(Coordinator Signature)

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in a program or activity.

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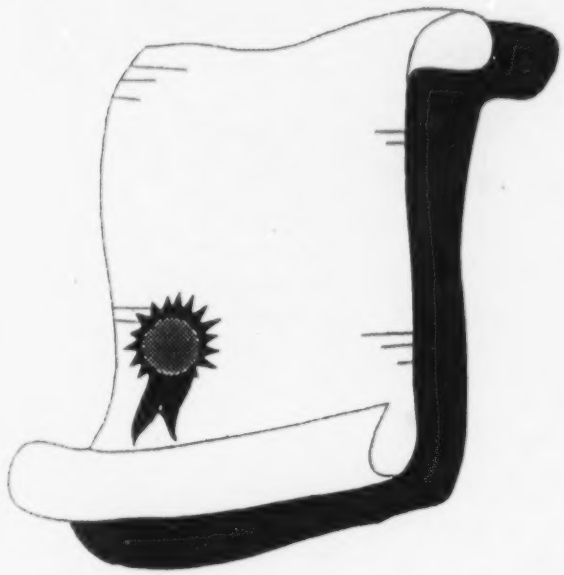
SOUTH CAROLINA SCHOOL-TO-WORK IMPLEMENTATION GUIDE FOR WORK-BASED LEARNING

ADDITIONAL SCHOOL-TO-WORK OPPORTUNITIES



SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF OCCUPATIONAL EDUCATION

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ADDITIONAL SCHOOL-TO-WORK OPPORTUNITIES

This section includes additional school-to-work opportunities in which some school districts may participate. Limited information in this section is provided for the following opportunities:

Supervised Agricultural Experience (SAE)
Coordinated Co-ops
Part-Time Work
School-Based Enterprises Training Plan
Personal Mentoring

If students participate in these opportunities, additional work will need to be done in developing forms and/or background information before a successful program can be launched.

SUPERVISED AGRICULTURAL EXPERIENCE

DEFINITION: Supervised agricultural experience (SAE) is the actual planned application of concepts and principles learned in agricultural education. Students are supervised by agriculture teachers in cooperation with parents/guardians, employers, and other adults who assist them in the development and achievement of their educational goals. The purpose is to help students develop skills and abilities, leading toward a career by connecting school-based and work-based learning.

PURPOSE: Through SAE programs, students "learn by doing" and apply agricultural knowledge and skills learned in the classroom and laboratory in an "away-from-the-classroom" setting. This helps to "bridge the gap" between education and employment and results in a thorough, more deeply founded learning experience.

BENEFITS FOR STUDENTS: Through participation in supervised agricultural experience programs, students:

- make career and personal choices;
- develop critical thinking and decision-making skills;
- expand agricultural competencies learned in the classroom and laboratory;
- gain self-confidence;
- refine human relations skills;
- explore career/occupational opportunities;
- gain occupation experiences;
- apply record-keeping skills and learn money management;
- pursue individualized learning;
- develop responsibility;
- develop pride in ownership;
- achieve independence; and
- develop an appreciation of the work ethic.

BENEFITS FOR TEACHERS: The SAE benefits the agriculture teacher in the following ways:

- improves school-community relations;
- serves as a motivational tool to enhance learning;
- familiarizes the teacher with new technologies and agricultural practices;
- promotes parental involvement and support of the program;
- develops public awareness of the agricultural education program;
- improves the efficiency of agriculture in the community;
- maintains and promotes an active FFA program;
- keeps instruction practical, relevant, and industry-based; and
- provides for year-round instruction.

BENEFITS FOR EMPLOYERS: Employers also benefit since SAE programs:

- provide a labor force skilled in technical and applied agricultural practices;
- provide a labor force skilled in the work ethic;
- provide a labor force experienced in interpersonal relations;
- keep youth in the community; and
- assist schools in keeping instruction relevant and current based on industry needs.

PARTICIPATION IN SUPERVISED AGRICULTURAL EXPERIENCE: School districts are encouraged to place qualified students in a work-based program; however, the number of students placed in SAE experiences will depend upon the number of opportunities available in the community.

TECHNICAL ASSISTANCE: School districts are encouraged to seek technical assistance through workshops, conferences, and/or institutes provided by the State Department of Education or other sources.

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AGE OF STUDENT: School districts must develop policies and procedures to ensure that students who participate in work-based opportunities are at least 16 years of age, in the eleventh grade, adequately covered by insurance, and have permission of a parent(s) or legal guardian(s).

STUDENT LEARNER: Students usually are juniors and seniors who have defined their occupational plans and have thorough classroom instruction.

MEMORANDUM OF AGREEMENT: This agreement forms the basis for the student's work-based and school-based education program. At the minimum, the following components should be included in the memorandum of agreement:

- intent of the program;
- duties of the various parties;
- competencies to be taught and assessed at the school level;
- competencies to be taught and assessed at the employer level;
- the time frame of the experience;
- signatures of the student, school representative(s), employer, and the student's parent(s) or legal guardian(s);
- written permission of the student's parents or legal guardians for the student to engage in the school-to-work experience; and
- emergency information.

EMERGENCY INFORMATION FORM: The emergency information form must be completed and include, at a minimum, the following:

- student's name;
- student's Social Security number;
- appropriate medical information about the student;
- insurance coverage for the student;
- parents' or legal guardians' names and phone numbers (work and home);
- parents' home address and work addresses;
- emergency contacts (names and phone numbers); and
- signature of parent(s)/guardian(s).

COMPETENCIES TO BE TAUGHT: Teachers and work-site mentors or supervisors will develop school-based and work-based competencies to be mastered by the student(s). The competencies must be taught and assessed at the school level and at the employer site.

ARTICULATION AGREEMENTS: Secondary and postsecondary educators should develop articulation agreements which enable students to earn Technical Advanced Placement (TAP) credit at the local technical college.

CREDENTIAL(S): Students may receive a high school diploma, occupational certificate, associate degree and work-site certificate of mastery.

EVALUATION: Work-site evaluation of the student's performance will be conducted by the employer, mentor, or supervisor. School personnel will conduct regular on-site visits to monitor the progress of the student learner.

TRANSPORTATION: Students and parents should provide transportation. In some cases, the school or school district may make transportation arrangements for students to and from the work site.

INSURANCE COVERAGE: Employers, students and parents must complete forms documenting appropriate insurance coverage. All state and federal child labor laws must be followed for student learners under the age of 18.

EMPLOYMENT COMMITMENT: No commitment of full-time employment is expected on the part of employer or student.

FORMS: Forms for the supervised agricultural experience (SAE) and additional information can be found in ***Experiencing Agriculture: A Handbook on Supervised Agricultural Experience*, National Future Farmers of America Organization, Alexandria, Virginia.**

COORDINATED CO-OPS

TIME COMMITMENT:
- 3 years (grades 12-14) including summers

WORK-BASED COMPONENT:
- complements and extends classroom learning, particularly in occupational/technical subjects
- learning guided by workplace supervisor
- participants selected by employer based on a mutually agreed-upon process

SCHOOL-BASED COMPONENT:
- appropriate academic and occupational/technical foundation provided in Grades 9-14
- guidance and career counseling provided in Grades 6-14
- course credit for work-based learning typically provided in Grades 12-14
- periodic seminar sessions guided by teachers to help students explore/synthesize experiences in the workplace
- collaboration between college and school district to provide opportunities for early/advanced entry into associate degree programs
- provision for students to continue their education (baccalaureate degree)

AGREEMENTS:
- work-site training agreement signed by employer, school, parent, student
- separate, informal training agreement mutually agreed upon by employer and student for post-secondary component

CREDENTIAL(S):
- high school diploma, vocational certificate, associate degree (and option for advanced technology certificate)

WAGES AND OTHER FINANCIAL SUPPORT:
- wages set and paid by employer
- tuition and/or other financial assistance for postsecondary study (associate degree) provided by employer

EVALUATION:
- work-site learning evaluated by employer mentor
- on-site monitoring by school or postsecondary personnel

TRANSPORTATION:
- student provides own

INSURANCE:
- health/life insurance provided by student's family; however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations," January 11, 1995, p. 1);

- accident insurance (to and from work site) provided by district;

- students participating in paid work-site experiences must be covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; and

- parents should be required to sign a waiver for each student's participation in a work-site learning experience.

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BENEFITS TO STUDENT AND EMPLOYER:

- student gains technical and general workplace skills and advanced standing/tuition assistance for postsecondary study
- employer has specific tasks completed for reasonable wage and opportunity to hire full-time a student with three years' structured work experience

FULL-TIME EMPLOYMENT COMMITMENT UPON COMPLETION:

- no commitment on the part of employer or student

REGULATIONS:

- locally developed and agreed upon (except for the state and federal requirements regarding record keeping and reporting for the high school part of the program).

NOTE: When students enter the postsecondary component of the program, responsibilities of school districts as described above would be assumed by the postsecondary institution.

SOURCE: Partnership for Academic and Career Education

PART-TIME WORK*

TIME COMMITMENT:
- up to 20 hours per week for undetermined amount of time

WORK-BASED COMPONENT:
- supervisor assigns all duties and oversees performance

SCHOOL-BASED COMPONENT:
- no structured relationship exists between school and work except for basic academic foundation and/or some occupational skills training (e.g., computer keyboarding)

AGREEMENTS:
- no agreements exist between the school and the employer

CREDENTIAL(S):
- none

WAGES AND OTHER FINANCIAL SUPPORT:
- wages set and paid by employer

EVALUATION:
- work supervisor evaluates performance in accordance with standard company policy

TRANSPORTATION:
- student provides own

INSURANCE:
- accident insurance (to and from work site) provided by student's family policy
- accident insurance (on-the-job) provided by company's workers' compensation plan

BENEFITS TO STUDENT AND EMPLOYER:
- student earns a wage and gains a general understanding about workplace requirements
- employer gets specific tasks completed for a reasonable wage

FULL-TIME EMPLOYMENT COMMITMENT UPON COMPLETION:
- no commitment on the part of employer or student

REGULATIONS:
- none, other than what employer would normally comply with for any part-time employee

SOURCE: Partnership for Academic and Career Education

---

* Part-Time Work is not a bona fide structured work-based (school-to-work) experience in which students receive high school credit.

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SCHOOL-BASED ENTERPRISES TRAINING PLAN

Student's Name: _____ Social Security Number: _____

Work Site: _____ Training Sponsor: _____

Address: _____ Phone: _____

Beginning Date: _____ Ending Date: _____

School: _____ Phone: _____

School-to-Work Coordinator: _____ Phone: _____

Student's Career Objective: _____

Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

COMPETENCIES TO BE DEVELOPED IN THE SCHOOL-TO-WORK ACTIVITY

(List competencies the student will need to complete.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A DESCRIPTION OF THE LEARNING EXPERIENCE

(The student will describe his/her participation in this experience.)

_____

_____

_____

_____

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_____

NOTE: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

PERSONAL MENTORING

TIME COMMITMENT:
- up to 5 hours per week for approximately 1 year

WORK-BASED COMPONENT:
- time usually spent off-site in activities such as a cook-out, outdoor hike, visit to the zoo, etc.
- mentor serves as a role model to the student by providing encouragement and guidance on a variety of personal, social, and educational issues

SCHOOL-BASED COMPONENT:
- typically, no structured relationship exists between school curriculum and mentor activities except for basic academic foundation. However, in some cases the mentor may help reinforce specific concepts taught in the school curriculum, with assistance from the teacher.

AGREEMENTS:
- clear agreement among the mentor, school/teacher, and/or parent is reached, but may or may not be formally signed by all parties

CREDENTIAL(S):
- none

WAGES AND OTHER FINANCIAL SUPPORT:
- typically unpaid without any special benefits or financial support

EVALUATION:
- mentor periodically completes a written evaluation
- school personnel typically remain in close contact with the mentor on a regular basis

TRANSPORTATION:
- usually provided by the parent for younger students

INSURANCE:
- provided by family or school district policy

BENEFITS TO STUDENT AND EMPLOYER:
- student benefits from greater self-confidence, improved decision-making abilities, and/or enhanced academic skills
- mentor benefits from personal satisfaction in helping a young person become more motivated, focused and successful

FULL-TIME EMPLOYMENT COMMITMENT UPON COMPLETION:
- no commitment on the part of employer mentor or student

REGULATIONS:
- if any, they would be locally developed and agreed upon by all parties.

SOURCE: Partnership for Academic and Career Education

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